

California Commission on Teacher Credentialing
Annual Report on
California Teacher Preparation Programs
Academic Year: 1999-2000

Office of Postsecondary Education
U.S. Department of Education

Annual State Questionnaire on Teacher Preparation: Academic year: 1999-2000

State: **California**

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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for states to complete this information collection is estimated to average 765 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

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Introduction

In October 1998, Congress passed and the President signed the Higher Education Reauthorization Act, which contained many provisions affecting higher education. Title II of this Act included federal grant programs that advance efforts to improve the recruitment, preparation, and support of new teachers and mandated certain reporting requirements for institutions and states on teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide for greater accountability for ensuring teacher quality.

Title II established new reporting requirements for: (1) the sponsors of teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education. Section 207 of Title II requires institutions to submit to states, annual reports on the quality of their teacher preparation programs. States are required to collect the information contained in these institutional reports and submit annual reports each October to the U.S. Department of Education that includes information about teacher certification requirements, accountability and performance information about preparation programs, and a description of efforts to improve teacher quality.

The U.S. Department of Education will compile all state reports into a single national report that will be submitted to Congress in April 2002. The national report will, for the first time, provide comprehensive national data on how institutions prepare teachers, including pass-rate data on assessments required for certification or licensure. The report will also describe what states require of individuals before they are allowed to teach, and how institutions and states are raising standards for the teaching profession. This report contains the information that was submitted to the U.S. Department of Education in October 2001 in compliance with the Title II reporting requirements for states.

About the Commission

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. Created in 1970 by the Ryan Act, it is the oldest of the autonomous state standards boards in the nation. The agency is responsible for the design, development, and implementation of standards that govern educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California. The Commission works to ensure that those who educate the children of California are academically and professionally prepared.

The Commission carries out its statutory mandates by:

- Conducting regulatory and certification activities
 - Developing preparation and performance standards in alignment with state-adopted academic content standards
- Proposing policies in credential-related areas
- Conducting research and assessment
- Monitoring fitness-related conduct and imposing credential discipline
- Communicating its efforts and activities to the public

The California Commission on Teacher Credentialing consists of nineteen commissioners, fifteen voting members and four ex-officio, non-voting members. The Governor appoints fourteen voting commission members and the State Superintendent of Public Instruction or his/her designee serves as the fifteenth voting member. The four ex-officio members are appointed by the major segments of the California higher education constituency: Association of Independent California Colleges and Universities; Regents of the University of California; California Postsecondary Education Commission; and the California State University. The commission members who are appointed by the Governor consist of six classroom teachers, one school administrator, one school board member, one non-administrative services credential holder, one faculty member from an institution of higher education, and four public members. Commission members are typically appointed to four-year terms.

The Commission convenes eleven times a year in open meetings to review policy initiatives, pending legislation, and to consider requests and appeals that fall within the statutory purview of the Commission. The Commission's work remains central to the agenda that the Governor and the Legislature have set to improve student achievement across California.

<u>Members of the Commission</u>	
Alan Bersin, Chairman Administrator	Helen Lee Public Representative
Lawrence Madkins, Vice Chairman Teacher	Alberto Vaca Teacher
Chellyn Boquiren Teacher	Marilyn Whirry Office of Superintendent of Public Instruction Designee
Carolyn Ellner Faculty Member	Ex Officio Representatives:
Margaret Fortune Public Representative	Carol Bartell Association of Independent California Colleges and Universities
Beth Hauk Teacher	Joyce Justus Regents, University of California
Elaine C. Johnson Public Representative	David Leveille California Postsecondary Education Commission
Carol Katzman Public Representative	Bill Wilson California State University

The California Context

The need for more highly qualified teachers is both a national and state concern. Throughout the nation, states are facing a growing demand for more teachers while also meeting the challenge of improving the quality of their teacher workforce. The challenges facing California and its policy makers mirror those in other states and are compounded by dramatic enrollment growth, a culturally and linguistically diverse student population, the need to raise student achievement levels, and a technology-driven economy that requires a highly skilled workforce. Preparing California's students to be successful in the 21st century will require teachers who can create meaningful learning opportunities that will help students develop high-level skills and meet state academic content and achievement standards.

During the 1999-2000 school year, the California Department of Education reports that there were more than 5.8 million children enrolled in California's 8,568 public schools.¹ Student enrollment has grown by more than 25 percent during the last decade, contributing to a shortage of fully qualified teachers in our classrooms. California will need nearly 300,000 new teachers over the next decade to accommodate this growing student enrollment.²

The California Department of Finance has reported that no single racial or ethnic group constitutes a majority of California's population. The composition of the state's population is reflected in its public school enrollments. Indeed, California schools are among the most culturally and linguistically diverse in the nation. More than 42 percent of children enrolled in kindergarten through twelfth grade are Hispanic or Latino, 37 percent are white, slightly more than 11 percent are Asian, 9 percent are African American and 1 percent are Native Americans. Together, these students speak more than 57 different languages and more than 25 percent are English language learners. The diversity in languages and learners has created a need for teachers who possess a flexible and deep knowledge about the subjects they teach and an ability to adapt instructional strategies to meet student needs.

The twin challenges of growth and diversity have prompted the State to expand its capacity to train educators while undertaking extensive efforts aimed at improving the recruitment, retention, and preparation of K-12 teachers. Institutions of higher education have increased the capacity of their teacher preparation programs, additional state funds have been allocated for the expansion of intern and pre-intern programs, and the state has fully funded an induction program for all beginning teachers.

¹ *Fact Book 2001 Handbook of Education Information*, California Department of Education, 2001

² *Teaching and California's Future*, The Center for the Future of Teaching and Learning 1999

The California Report

Federal guidelines require states to include a quartile ranking of institutions based on pass-rate data of assessments required for certification or licensure. This report provides a ranking of institutions based on pass rates for the Reading Instruction Competence Assessment (RICA). The RICA is currently the only assessment required for certification that is designed to test the professional knowledge acquired through a program of professional preparation.

The pass-rate data in this report are based on institutional report card data submitted by the 84 postsecondary institutions and school districts that were approved by the Commission to offer Multiple Subject and Education Specialist credential programs in California for the 1999-2000 academic year. Since passage of this exam is not a requirement for the Single Subject Teaching Credential, the performance data in this report are specific to candidates completing Multiple Subject and Education Specialist credential programs only.

In addition to the pass-rate data described above, this report also contains the following information:

- A description of California's certification structure, requirements, and assessments;
 - A description of program and teacher standards and the alignment of State teacher certification requirements and assessments with California's K-12 Academic Content Standards;
 - ◆ Information on emergency permits and waivers of state certification requirements and the distribution of under-qualified teachers in high-poverty school districts;
 - ◆ A description of the criteria for assessing the performance of teacher preparation programs within the state;
 - ◆ A description of state efforts to improve teacher quality; and
 - Copies of institutional report cards that were submitted in April 2001. Institutional reports included the following information: 1) Qualitative and contextual information regarding the Multiple Subject and Education Specialist programs offered; 2) Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 1999-2000 reporting period; and 3) Pass-rate data for the Reading Instruction Competence Assessment (RICA) for Multiple Subject and Education Specialist (Level I) candidates.

The Commission is pleased that the data provided by institutions validate the evidence collected about program quality during the course of accreditation reviews. As the Commission moves to an even stronger standards-based system across the learning to teach continuum, the Title II reporting system will strengthen the Commission's accountability system and lead to improvements in the preparation of California educators and improved student achievement in our public schools.

Teacher Certification in California

Teachers must be certified by the California Commission on Teacher Credentialing (CCTC) in order to be employed in a California public school or by a public school district. California's credential structure is organized by subject matter and the classroom setting in which individuals teach rather than school setting or age group. Within this structure, the State has established certification tiers that ensure candidates meet certain requirements before advancing to the second level or Professional Clear teaching credential. There are four basic credentials that authorize individuals to teach in public school settings: the Multiple Subject Teaching Credential, the Single Subject Teaching Credential, the Education Specialist Instruction Credential, and the Designated Subjects Credential. The Commission issues credentials for other educational occupations requiring state certification, such as child development teachers, school counselors and school psychologists, school nurses, librarians, and administrators. Approximately 6.6 percent of the credentials issued in California authorize individuals to provide administrative or pupil personnel services in public schools.

Subject Matter and Classroom Setting

California's credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a multiple subject, single subject, or education specialist teaching credential must hold a bachelor's degree in a subject other than Education and acquire pedagogy through a program of professional preparation. The State offers multiple routes into teaching including traditional one-year postbaccalaureate programs at institutions of higher education, two-year district or university sponsored intern programs, and four to five year "blended" programs that allow for the concurrent completion of subject matter and professional preparation. All credential programs are held to the same standards of quality and effectiveness and all programs include instruction in pedagogy and supervised teaching.

All credential applicants must first obtain a college degree through a regionally accredited college or university in a subject other than education and demonstrate academic preparation in the subject matter in which they wish to teach. Candidates must also complete a Commission-approved teacher preparation program and receive formal recommendation from the California college or university where they completed the program.

The credential most often held by those teaching in an elementary school classroom is the Multiple Subject Teaching Credential. This credential authorizes individuals to teach a variety of subjects in a self-contained classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

The appropriate credential to teach a specific subject such as mathematics or English in a departmentalized classroom at the middle or high school level is the Single Subject Teaching Credential. This credential authorizes public school teaching in a departmentalized classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

A Single Subject Teaching Credential authorizes an individual to teach in one of the 16 specific content areas listed below:

Single Subject Credential Content Areas	
Agriculture	Mathematics
Art	Music
Business	Physical Education
English	Science: Biological Science
Health Science	Science: Chemistry
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Physics
Foreign Language	Social Science

The Education Specialist Instruction Credential authorizes individuals to teach students with certain disabilities. This credential is separated into six categories of specialization: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, and Early Childhood Special Education. Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization.

The Designated Subjects credential authorizes teaching or service in technical, trade, or vocational courses or in courses organized primarily for adults. These credentials are based primarily on demonstrated experience in the subject matter and account for about 4 percent of the credentials issued by the Commission. Although candidates are required to complete a Commission-approved program of personalized preparation to qualify for a Professional Clear credential in this series, the focus of this report is on the requirements and preparation programs relating to the multiple subject, single subject, and education specialist credentials.

First and Second Level Certificates Requirements

Federal reporting guidelines require states to describe their certification structure using a common set of definitions that adapted from the National Association of State Directors of Teacher Education Certification (NASDTEC). California's two-phase credential structure for the multiple subject, single subject, or education specialist credentials fits the following definition of the Level A and Level B certificates.

Type A (Level I) certificate means a certificate issued upon completion of an approved program to an applicant who has met requirements of the issuing state relating to citizenship and moral, ethical, physical, or mental fitness, but has not completed ancillary requirements which must be met before issuance of a Type B certificate.

Type B (Level II) certificate means a certificate issued (1) after completion of an approved program and all ancillary requirements established by the state, OR (2) after completing an alternative program, all post-secondary degree and ancillary requirements established by the state, and successfully completing not less than 27 months of professional employment in the function covered by the certificate.

Using these definitions, California's credential teaching credentials are classified as follows:

Type A (Level I)	Type B (Level II)
Preliminary Multiple Subject Credential	Professional Clear Multiple Subject Credential
Preliminary Single Subject Credential	Professional Clear Single Subject Credential
Preliminary Level I Education Specialist Credential	Professional Level II Education Specialist Credential

Type A or Level I credentials are issued to beginning teachers for a maximum of five years and are non-renewable. Candidates are expected to complete additional requirements for the Type B or Level II credential within the five-year period of the preliminary credential. These ancillary requirements include: 1) A 5th year of academic study including 30 semester units or completion of a Commission-approved induction program, and 2) Coursework in health education, special education, and computer education. The completion of an individualized induction plan is required for candidates pursuing the Professional Level II Education Specialist Credential. The Professional Multiple or Single Subject Credential and the Professional Level II Education Specialist Credential are issued for a maximum of five years and are renewable upon completion of 150 hours of professional development.

The Commission has established a set of requirements for the Preliminary and Professional Clear credentials for each of the three basic credential categories described above. A list of the credential requirements for the Multiple Subject, Single Subject, and Education Specialist credentials is included in Table 1-1.³

³ Detailed information about requirements for the preliminary or professional clear teaching credential may be found at www.ctc.ca.gov/credentialinfo/credinfo.html.

Table 1-1: Requirements for the Multiple Subject, Single Subject, and Education Specialist Credentials

Preliminary		Professional Clear	
Document Name	Requirements	Document Name	Requirements
Preliminary Multiple Subject Teaching Credential	<ul style="list-style-type: none"> • A baccalaureate or higher degree in a content area other than education from a regionally accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program • Completion of a professional teacher preparation program including student teaching <u>and</u> formal recommendation by the program sponsor • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); and • Successful completion of a course or passage of an exam on the provisions and principles of the United States Constitution. 	Professional Clear Multiple Subject Teaching Credential	<ul style="list-style-type: none"> • All the requirements for the Preliminary Multiple Subject Teaching Credential <i>and</i> • Completion of a 5th year of study and recommendation by a California teacher preparation institution with a Commission-accredited program; • Successful completion of course in health education • Successful completion of a course in Special Education (Mainstreaming) • Successful completion of one or more courses on computer education
Preliminary Single Subject Teaching Credential	<ul style="list-style-type: none"> • A baccalaureate or higher degree in a content area other than education from a regionally accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program • Completion of a professional teacher preparation program including student teaching <u>and</u> formal recommendation by the program sponsor • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course • Successful completion of a course or passage of an exam on the provisions and principles of the United States Constitution. 	Professional Clear Single Subject Teaching Credential	<ul style="list-style-type: none"> • All the requirements for the Preliminary Single Subject Teaching Credential <i>and</i> • Completion of a 5th year of study and recommendation by a California teacher preparation institution with a Commission-accredited program; • Successful completion of course in health education • Successful completion of a course in Special Education (Mainstreaming); and • Successful completion of one or more courses on computer education
Preliminary Level I Education Specialist Instruction Credential	<ul style="list-style-type: none"> • A baccalaureate or higher degree from a regionally accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program • Completion of a professional Education Specialist preparation program including student teaching <u>and</u> formal recommendation by the program sponsor • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • An offer of employment from a local education agency. 	Professional Clear Level II Education Specialist Instruction Credential	<ul style="list-style-type: none"> • All the requirements for the Preliminary Level I Education Specialist Teaching Credential <i>and</i> • Completion of an individualized induction plan • Successful completion of course in health education • Successful completion of one or more courses on computer education • Verification of two years of successful experience • Formal recommendation for the credential by the college or university through which the induction plan was completed.

Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. The Commission operates one of the largest educator testing systems in the country with over 175,000 individual examinations administered each year. All candidates are required to pass a basic skills assessment in order to obtain a preliminary or professional clear teaching credential. California law requires candidates to demonstrate subject matter knowledge by passage of a Commission-approved subject-matter assessment or by completing a Commission-approved subject-matter program in the field in which they will be teaching. Additionally, the State requires new Multiple Subject and Education Specialist Credential candidates to demonstrate professional knowledge and competency in reading instruction prior to attaining a preliminary or professional clear credential.

For initial teacher certification or licensure, California uses the following written tests or performance assessments, with passing scores as noted:

Assessment of Basic Skills

Test Name	State Cut Score	Test Score Range
California Basic Educational Skills Test (CBEST) in three sections: <ul style="list-style-type: none">• Math• Reading• Writing	41 in each of three sections (Scores as low as 37 are acceptable if the total score is at least 123)	20-80 for each section

The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate's basic knowledge and skills in reading, mathematics, and writing. These skills are usually acquired through academic experience in high school or in the course of completing baccalaureate degree requirements. Because the CBEST does not assess skills or knowledge acquired in a teacher preparation program, pass rates for the examination are not included in this report.

While California Education Code Section 44252 (f) requires candidates to take the CBEST prior to admission to a program of professional preparation, passage of the examination is not required for entry into the state's teacher preparation programs. Programs are required to assure that candidates demonstrate proficiency in basic skills before advancing them to daily student teaching responsibilities. Candidates admitted to University or District Internship programs are required to pass the CBEST prior to assuming their intern teaching responsibilities (California Education Code Section 44252 (b)). All candidates must pass the CBEST before they can be recommended for an initial credential.

Assessment of Professional Knowledge and Pedagogy

Test Name	State Cut Score	Test Score Range
Reading Instruction Competence Assessment (RICA)		
Written Examination	81	0-120
Video Performance Assessment	17	6-24

The Reading Instruction Competence Assessment (RICA) is designed specifically for testing professional knowledge acquired through a program of professional preparation. All multiple subject and special education programs are required to include instruction in the teaching of reading in their methodology courses.

The purpose of the RICA is to ensure that candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (Preliminary Level I or Professional Clear Level II) possess the necessary knowledge and skills for the provision of effective reading instruction to students. Candidates are required to demonstrate competence in each of the following domains:

- Planning and organizing reading instruction based on ongoing assessment
- Developing phonological and other linguistic processes related to reading
- Developing reading comprehension and promoting independent reading
- Supporting reading through oral and written language development

The RICA consists of two assessment options: the RICA Written Examination and the RICA Video Performance Assessment. Candidates are required to pass one of these assessments. The Written Examination is a pencil and paper assessment that consists of multiple-choice and constructed-response questions. The Video Performance Assessment centers around a set of three candidate-created videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Each video packet contains the videotaped instruction, a written instructional context form, and a written reflection form.

Candidates must pass RICA before they can be recommended for an initial credential, but passage is not required for candidates to complete a teacher preparation program. California Education Code Section 44283 requires that candidates for an initial Preliminary or Professional Clear Multiple Subject Teaching Credential and candidates for the initial Preliminary Level I or Professional Clear Level II Education Specialist Instruction Credentials (special education) pass the RICA prior to attaining their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential.

Assessment of Subject Matter Knowledge

California requires candidates to be knowledgeable about the content area they will teach. Candidates who will teach multiple subjects in a self-contained classroom, generally in an elementary school setting, are required to demonstrate subject matter competency in elementary subjects, while candidates who will teach individual subjects in

departmentalized classrooms are required to demonstrate subject matter competency in one of 16 specific content areas. Content knowledge is assessed prior to a candidate's entry into a program of professional preparation, and verification of subject matter competency is required prior to the commencement of student teaching.

California verifies a candidate's knowledge of an academic content area by one of two methods: achievement of a passing score on an appropriate subject matter examination or completion of a Commission-approved subject-matter program or its equivalent. The content area examinations measure the skills, knowledge, and abilities candidates have acquired in specific subject areas. These examinations do not measure skills or knowledge acquired in a teacher preparation program. For this reason, pass rates for these assessments are not included in this report.

California utilizes a variety of subject matter assessments to verify academic content knowledge. These assessments are aligned with the specific content areas authorized in the following subject areas:

California Credentials	
Multiple Subjects Agriculture Art Business English Health Home Economics Industrial and Technology Education Languages other than English	Mathematics Music Physical Education Science: Biological Science Science: Chemistry Science: Geoscience Science: Physics Social Science

Table 1-2 lists the current examinations that may be used to verify subject matter competence for Multiple Subject Teaching Credentials, Single Subject Teaching Credentials, and Education Specialist Instruction Credentials. Some content areas require candidates to take more than one exam.⁴

⁴ Additional information about subject matter examinations may be found on the Commission's website at: www.ctc.ca.gov.

Table 1-2: Subject Matter Examinations for Preliminary Credentials

Subject	Examination Name
Multiple Subject Credential and Education Specialist Credential	MSAT
Single Subject Credentials and Education Specialist Credential	
Agriculture	SSAT Agriculture
Art	SSAT Art Praxis II Art Making Praxis II Art: Content, Traditions, Criticisms and Aesthetics
Business	SSAT Business
English	SSAT Literature & English Language Praxis II English Language, Literature and Composition: Essays
Health Science	SSAT Health Science
Home Economics	SSAT Home Economics
Industrial & Technology Education	SSAT Industrial and Technology Education
Languages Other than English	
- French	SSAT French Praxis II French: Productive Language Skills Praxis II French: Linguistic Literary and Cultural Analysis
- German	SSAT German
- Japanese	SSAT Japanese
- Korean	SSAT Korean
- Mandarin	SSAT Mandarin
- Punjabi	SSAT Punjabi
- Russian	SSAT Russian
- Spanish	SSAT Spanish Praxis II Spanish: Productive Language Skills Praxis II Spanish: Linguistic, Literary and Cultural Analysis
- Vietnamese	SSAT Vietnamese
Mathematics	SSAT Mathematics Praxis II Mathematics: Proofs, Models and Problems, Part 1 Praxis II Mathematics: Proofs, Models and Problems, Part 2
Music	SSAT Music Praxis II Music: Concepts and Processes Praxis II Music: Analysis
Physical Education	SSAT Physical Education Praxis II PE: Movement Forms – Video Evaluation Praxis II PE: Movement Forms – Analysis & Design
Science	SSAT General Science <i>Plus</i> :
- Biological Science	SSAT Biology Praxis II Biology: Content Essays Praxis II General Science: Content Essays
- Chemistry	SSAT Chemistry Praxis II Chemistry: Content Essays Praxis II General Science: Content Essays
- Geosciences	SSAT Geoscience Praxis II General Science: Content Essays
- Physics	SSAT Physics Praxis II Physics: Content Essays Praxis II General Science: Content Essays
Social Science	SSAT Social Science Praxis II Social Studies: Analytical Essays Praxis II Social Studies: Interpretation of Materials

Performance Assessments

Test Name	State Cut Score	Test Score Range
Reading Instruction Competence Assessment (RICA)		
Video Performance Assessment Option	17	6-24

As noted above, the Reading Instruction Competence Assessment is designed to test professional knowledge about the instruction of reading. Candidates have the option of taking the exam by either written examination or by video performance. Both options test the same sets of skills and knowledge in four domain areas. The Video Performance Assessment requires candidates to create three separate videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Only about 1 percent of candidates utilize the video performance option when taking the RICA.

Future Assessment Requirements

California State law requires that teach preparation programs include a performance assessment of each Preliminary Level I Multiple and Single Subject Credential candidate's teaching ability. The Commission is developing a prototype teaching performance assessment that program sponsors may choose to embed in their programs. Alternatively, program sponsors may choose to develop their own teaching performance assessments. The Commission will adopt standards for these assessments this winter and the assessments are expected to be in place beginning in 2003-04.

Alignment of Standards & Assessments

This section of the report provides a description of state standards for programs and teachers and describes the alignment between teacher certification requirements and assessments and the standards and performance assessments established for California public school children.

Standards and Criteria for Teacher Certification

Standards for Prospective Teachers

Subject matter preparation program standards exist in each of the following content areas: Agriculture, Art, Business, English, Health, Science, Home Economics, Industrial and Technology Education, Languages other than English, Mathematics, Music, Physical Education, Social Science, Driver Training, and Elementary Subjects (Elementary School Teaching).

California has established standards for professional preparation programs and teacher candidates. Through its accreditation review process, the Commission holds institutions accountable for ensuring that programs meet standards of quality and effectiveness and for ensuring that candidates meet prescribed competence standards.

In addition to the requirements identified in Section I of this report, the Commission has established Candidate Competence and Performance Standards that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These unique, overarching standards define the levels of pedagogical competence and performance that the Commission expects all candidates to attain as a condition for earning an initial teaching credential.⁵ The Commission expects institutions to verify individual attainment of the standards prior to recommending a candidate for a teaching credential. Institutions and districts offering programs of professional preparation are expected to assess the extent to which candidates:

- Establish and sustain a level of student rapport and a classroom environment that promotes learning and equity and fosters mutual respect among students in a class;

⁵ A detailed description of the standards may be found in the following documents:

Standards of Quality and Effectiveness for Multiple and Single Subject Credentials. California Commission on Teacher Credentialing. This document is available online at:
www.ctc.ca.gov/profserv/programstandards/new_msss/msss1998.html

Standards of Quality and Effectiveness for Education Specialist Credential Programs, Published by the California Commission on Teacher Credentialing, December 1996.

- Prepare at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials, and assessment plans that are well defined and coordinated with each other;
- Prepare and use instructional strategies, activities, and materials that are appropriate for students with diverse needs, interests, and learning styles;
- Motivate and sustain student interest, involvement, and appropriate conduct equitably during a variety of class activities;
- Communicate effectively by presenting ideas and instructions clearly and meaningfully to students;
- Identify students' prior attainments, achieve significant instructional objectives, and evaluate the achievement of students in a class;
- Improve the ability of students to evaluate information, think analytically, and reach sound conclusions;
- Foster positive student attitudes toward the subjects learned, the students themselves, and their capacity to become independent learners;
- Demonstrate compatibility with, and ability to teach students who are different from themselves. The differences between students and candidates should include ethnic, cultural, gender, linguistic, and socioeconomic differences; and
- Adhere to high standards of professional conduct, cooperate effectively with other adults in the school community, and develop professionally through self-assessment and collegial interactions with other members of the profession.

The Candidate Competence and Performance Standards are expanded for candidates who pursue a credential emphasis that authorizes them to work with certain populations. These emphasis areas include early childhood education, English language learners, and middle school-aged children. In addition, the Commission requires institutions to determine that candidates have fulfilled the standards of professional competence. This determination is made with regard to teaching authorized subjects and communication skills

The Commission is in the process of implementing new standards that will align subject matter, preparation and induction standards for teachers with California's K-12 Academic Content Standards. As part of this effort, the State has developed a set of teaching performance expectations that will define the pedagogical skills and abilities expected of new teachers. These teaching performance expectations will form the basis for the development of a teaching performance assessment that will be required for the Preliminary credential for all multiple subject and single subject candidates. This performance assessment will be embedded in preparation programs.

Standards for Practicing Teachers

The Commission has adopted *California Standards for the Teaching Profession* that set forth the standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles

and responsibilities by providing a common language and a vision of the scope and complexity of teaching. The *California Standards for the Teaching Profession* guide teachers as they define and develop their practice.⁶

Standards and Assessments for Students in Public Schools

The California State Board of Education has adopted a set of core academic content standards in four curriculum areas for students in kindergarten through grade 12: English-language arts, mathematics, history-social science, and science. The K-12 Academic Content Standards are the basis for the subject matter frameworks, the adoption of instructional materials, and the standards-aligned tests in California's student performance assessment system.⁷

California's student assessment system, the California Standardized Testing and Reporting (STAR) program, was authorized by the Governor and the Legislature in 1997 and includes the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and additional questions that are aligned with the K-12 Academic Content Standards. The program also includes the Spanish Assessment of Basic Education, Second Edition (SABE/2), designed for students whose native language is Spanish and the California Standards Test.

The Stanford 9 is a nationally normed multiple-choice achievement test. Public school students in grades 2 - 11 are tested in reading, language (written expression) and mathematics. Students in grades 2 - 8 are also tested in spelling, and students in grades 9 - 11 are tested in science and social science. The purpose of the Stanford 9 is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The California Standards Tests in English language arts, mathematics, science, and history-social science are comprised of items that were developed specifically to assess students' performance on California's content standards. The State Board of Education adopted the content standards that specify what all California children are expected to know and be able to do. The content standards are grade and course specific. The 2001 standards tests were required for students who were enrolled in the following grades/courses at the time of testing or who had completed a course during the 2000-2001 school year.

Alignment of Teacher Credential Standards with California Student Content Standards

The Commission has launched a comprehensive effort to establish a new, standards-based credential system that will hold programs and candidates accountable for teaching and learning and reflect congruence with California's K-12 Academic Content Standards.

⁶ Additional information about the *California Standards for the Teaching Profession* may be found at the following website: www.ctc.ca.gov/cstppublication/cstpreport.html

⁷ Additional information about California's academic content standards for students may be found at: www.cde.ca.gov/board

Efforts to reform California's credential system began in 1992 when the Governor and the Legislature enacted legislation (SB 1422, Chapter 1245, Statutes of 1992, Bergeson) calling for the Commission on Teacher Credentialing to complete a comprehensive review of the requirements for earning and renewing teaching credentials. The Commission conducted a systematic study that included the appointment of an advisory panel to examine credential requirements and make recommendations for reform and restructuring.

At the conclusion of its comprehensive review in August 1997, the advisory panel recommended that the Commission adopt a two-level credential structure with preparation and assessment requirements at each level. The panel also recommended that the Commission set new standards for multiple routes into the teaching profession and called for the creation of blended programs of subject matter and professional preparation. The panel further recommended that a standards-based induction program be required for the new Level II (Professional) teaching credential, and that credential renewal requirements be aligned with the *California Standards for the Teaching Profession*.

As a result of the recommendations of the advisory panel, the Commission sponsored omnibus legislation in 1998 (SB 2042, Chapter 548, Alpert/Mazzoni) that called for:

- The implementation of new standards to govern all aspects of teacher development, including subject matter studies, professional preparation, induction, and continuing growth;
- The creation of a two-tiered teaching credential that would establish the completion of a standards-based induction program as a requirement for the Level II or Professional Clear credential;
- Increased accountability by building a teaching performance assessment into initial teacher preparation;
- The alignment of all teacher preparation standards with California's K-12 Academic Content Standards for Students and the *California Standards for the Teaching Profession*; and
- The establishment of multiple routes into teaching that will meet the same high standards, including programs that "blend" methodology and subject matter courses into a single program.

The passage of SB 2042 (Chapter 548, Statutes of 1998) served as the impetus for an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teachers. Pursuant to statute, the new standards will be aligned with the State's K-12 Academic Content Standards for students and with the *California Standards for the Teaching Profession*. This alignment will extend to subject-matter exams, creating stronger linkages between the content of the undergraduate subject

matter programs and the subject-matter exams that candidates take in lieu of those programs.

The Commission appointed a 30-member advisory panel to assist the Commission in the development of a comprehensive set of program standards that will govern all types of teacher preparation programs leading to multiple subject and single subject teaching credentials including postbaccalaureate preparation programs, internship programs, and undergraduate blended programs.⁸ After extensive input from California educators, administrators and policymakers, standards that will govern Subject Matter Requirements for the Multiple Subject Teaching Credential and professional teacher preparation programs for the Multiple Subject and Single Subject Teaching Credentials were adopted by the Commission in September 2001. The Commission is considering the adoption of standards for professional induction programs. The professional induction programs standards must also be adopted by the State Superintendent of Public Instruction and the State Board of Education under provisions of this law. The anticipated implementation date for the new standards is the 2003-04 academic year⁹.

Additional working groups are meeting to link, align, and coordinate teacher certification standards with state content standards for students in Mathematics, Science, Social Science, and English Language Arts. These groups are meeting to produce a set of recommendations for subject matter requirements and standards for these subject areas. Recommendations from these working groups will be submitted to the Commission in spring 2002. The anticipated implementation date for the new standards is the 2003-04 academic year.

⁸ Standards that govern the preparation of teachers working with special needs students were reviewed in 1996-1997. This review resulted in the establishment of standards for the Preliminary Level I Education Specialist Instruction Credential and the Professional Clear Level II Education Specialist Credential architecture that is currently in place.

⁹ Information about the Commission's new standards may be found at www.ctc.ca.gov.

Statewide and Institutional Pass Rates

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 1999-2000 academic year and information about the performance of candidates who took assessments required for certification in California.

Statewide Assessments used for Certification

As indicated in Section I of this report, the Reading Instruction Competence Assessment (RICA) is the only assessment that is designed specifically for testing professional knowledge acquired through a program of professional preparation. Candidates for an initial Preliminary or Professional Clear Multiple Subject Teaching Credential and candidates for the initial Preliminary Level I Education Specialist Instruction Credentials must pass the Reading Instruction Competence Assessment (RICA) prior to attaining their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential. As such, this report contains only pass-rate data for the RICA for Multiple Subject, preliminary Education Specialist (Level I), and professional clear Education Specialist (Level II) candidates.

The RICA provides an assessment of prospective teachers' ability to provide effective reading in standards-based educational programs. Candidates are required to demonstrate competence in four domains: (1) planning and organizing reading instruction based on ongoing assessment; (2) developing phonological and other linguistic processes related to reading; (3) developing reading comprehension and promoting independent reading; and (4) supporting reading through oral and written language development.

Candidates are required to pass one of two assessment options. The Written Examination consists of multiple-choice and constructed response questions. The Video Performance Assessment requires candidates to demonstrate reading instruction in a variety of settings: whole class, small group, and individual. For the academic year 1999-2000, less than 1 percent of candidates chose the Video Performance Assessment option.

The pass rates presented in Table D2 in Appendix A represent aggregate pass rates of candidates who have taken the RICA regardless of the assessment option chosen.

Institutional Pass-Rate Data for Academic Year 1999-2000

The Higher Education Act requires states to include in their annual reports a quartile ranking for each reporting institution in the state, based on: (1) the pass rate for each aggregate category of assessment, and (2) its summary pass rate. States are also required to report for each quartile the mean pass rate and the range.

Table D2 in Appendix A provides pass-rate data for specific institutions offering multiple subject and education specialist credential programs in California. Table D2 shows the pass rate for each institution and shows the mean pass rate for each quartile. Pass-rate information for programs with less than ten program completers was not included. The quartile rankings are based on the total number of program completers who took and passed the RICA during the 1999-2000 academic year. California's university and district intern programs are viewed by the Commission as equivalent to traditional programs associated with institutions of higher education and are included in Table D2.

The procedures for developing the institutional rankings are explained in the National Center for Education Statistics manual entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.¹⁰ The methodology prescribed in the guide requires pass-rate percentages to be reported to the nearest whole percent, with ties to be included in the same quartile ranking. The resulting "adjusted quartiles" may not contain the same number of institutions within each quartile. Every institution in a given quartile has the same ranking.

Institutional pass rates for the RICA for the 1999-2000 academic year range from 84 to 100 percent. Because the content of the RICA is taught during program coursework for Multiple Subject and Education Specialist (Level I) credentials, pass rates for this exam are high and the differences in the mean pass rates between quartiles are small. Rankings on which quartile assignments are based may be somewhat unreliable given the narrow range of the pass rates. Caution should be exercised when interpreting quartile rankings because a small difference in an institution's passing rate could result in a higher or lower quartile ranking. Pass rates may be influenced by a number of variables including program size. One candidate's performance has a larger impact on smaller programs than on larger programs. For example, a program with 20 program completers would have a 100 percent pass rate and be in the first quartile if all of its completers took and passed the RICA. If all but one program completer passed the RICA, the institutional pass rate would be 95 percent and the institution would be in the third quartile. Even though institutions ranked in the fourth quartile have lower pass rates than institutions in the upper quartiles, **institutions in the fourth quartile should not be considered low performing**. Overall institutional quality is determined by a variety of factors, including the extent to which programs meet standards of quality and effectiveness. The institutional reports included in Appendix B provide the necessary context for analyzing the merits and features of an individual teacher preparation program.

¹⁰ A copy of this guide is available on the following website: www.title2.org/guide.htm.

Statewide Certification data for 1999-2000

22,122 Total number of persons who received initial certification or licensure in the state during the 1999-2000 academic year. This number includes individuals who completed programs of professional preparation through a postsecondary institution or school district:

Credential Type	Number
Multiple Subject	13,517
Single Subject	6,491
Education Specialist	2,113

3,864 Total number of persons above who completed their teacher preparation outside of California and received initial certification or licensure in California during the 1999-2000 academic year.

Credential Type	Number
Multiple Subject	1,918
Single Subject	1,658
Education Specialist	288

Assessing the Performance of Preparation Programs

The Commission maintains a comprehensive accreditation system that includes regular, rigorous reviews of the more than 80 colleges and universities and eight school districts that sponsor educator preparation programs. The Commission holds *all* teacher preparation programs to standards of quality and effectiveness.

This section of the report describes the Commission's accountability system and the criteria and procedures used for assessing the performance of teacher preparation programs within the State.

Criteria for Assessing the Performance of Teacher Preparation Programs

The State has implemented criteria for assessing teacher preparation program performance that includes a set of required preconditions, including regional accreditation by the Western Association of Schools and Colleges. The Commission has adopted a unitary accreditation system for the purpose of holding institutions accountable for the quality of their educator preparation programs. The Commission requires all sponsors of teacher preparation programs to meet the same standards of quality and effectiveness and believes that its standards for accreditation provide the strongest possible assurance that professional credentials are awarded only to individuals who have earned them.

The Commission's accreditation system is designed for the purposes of:

- ◆ Assuring the public, the students, and the profession that California's future educators have access to excellence in foundational studies, specialized preparation, and professional practice, and that these components of educator preparation are oriented to the needs of future elementary and secondary students;
- ◆ Ensuring that future educators have acquired the abilities and perspectives essential for service in public schools;
- ◆ Assuring that the preparation of future educators is appropriate for the assignments made in our public schools; and
- ◆ Contributing to a broader effort to enhance the personal stature and professional standing of all members of the education profession.

The Commission's *Accreditation Framework* advances the quality of education preparation through the creation of an integrated accreditation and certification system. Under the Commission's accreditation system, institutions are required to meet eight Common Standards of program quality and effectiveness that apply to all credential

programs, and must also meet specific program standards of quality and effectiveness that apply to various educator preparation programs that may be offered.¹¹

The State is in the process of implementing a standards-based teaching performance assessment that will be embedded in teacher preparation programs leading to a preliminary teaching credential.

Alignment with National Standards

The Commission has established a partnership agreement with the National Council on the Accreditation of Teacher Education (NCATE) and regularly conducts merged accreditation visits for those institutions seeking national accreditation concurrently with state accreditation.

California's partnership with this national accrediting association provides for merged state and NCATE reviews of teacher education programs and institutions for the purpose of achieving savings in time, effort, and expense while promoting collaborative efforts to implement rigorous teacher preparation standards. One of the requirements of the agreement is for the State to demonstrate how its standards are aligned with the standards established by NCATE. For California institutions pursuing or seeking renewal of NCATE accreditation, the partnership has served to reduce the duplication of effort and paperwork that would otherwise occur under separate state and national reviews, by allowing institutions to submit a single set of documents for joint accreditation reviews.

Procedures for Evaluating Teacher Preparation Programs

Accreditation visits are scheduled every five to seven years and are conducted for the purpose of ensuring that institutions offering educator preparation programs are meeting established standards. In preparing for an accreditation visit, institutions receive technical assistance from Commission staff. Accreditation visits are conducted by review teams consisting of two to fifteen trained volunteers who are appointed from higher education and K-12 and generally reflect the range of programs offered at the institution. During the course of the accreditation visit, the review team gathers information about the quality of the education unit and credential programs at the institutions. Sources of information include written documents and interviews with institutional administrators,

¹¹ Additional information about the Commission's standards for educator preparation programs may be found in the following documents:

Standards of Quality and Effectiveness for Multiple and Single Subject Credentials, California Commission on Teacher Credentialing. This document is available online at www.ctc.ca.gov/profserv/programstandards/new_msss/msss1998.html.

Accreditation Handbook, California Commission on Teacher Credentialing. This document is available online at: www.ctc.ca.gov/coa/coa.html.

Accreditation Framework, California Commission on Teacher Credentialing. This document is available online at www.ctc.ca.gov/coa/coa.html.

program faculty, enrolled candidates, field supervisors, recent graduates, employers of graduates, and program advisors. At the conclusion of the accreditation visit, the review team submits its recommendation to the Commission's Committee on Accreditation, which has the statutory authority to make the accreditation decision.

After reviewing the recommendation of an accreditation team and an appropriate institutional response, the Committee on Accreditation makes a decision about the accreditation of educator preparation programs at an institution. The Accreditation Framework, which guides the accreditation process, calls for three categories of accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation. Within that rubric, the Committee on Accreditation makes one of five decisions pertaining to each institution:

Accreditation – The institution has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards. The institution is judged to be effective in preparing educators and demonstrates overall quality in its programs and general operations.

Accreditation with Technical Stipulations – The institution has been found to have some Common Standards or Program Standards not met or not fully met. The deficiencies are primarily technical in nature and generally relate to operational, administrative, or procedural concerns. The institution is judged to be effective overall in preparing educators and general operations.

Accreditation with Substantive Stipulations – The institution has been found to have significant deficiencies in Common Standards or Program Standards. Areas of concern are tied to matters of curriculum, field experience, or candidate competence. The institution demonstrates quality and effectiveness in some of its credential programs and general operations, but effectiveness is reduced by the identified areas of concern.

Accreditation with Probationary Stipulations – The institution has been found to have serious deficiencies in Common Standards or Program Standards. Significant areas of concern tied to matters of curriculum, field experience, or candidate competence in one or more programs have been identified. A probationary stipulation may require that severely deficient programs be discontinued. The institution may demonstrate quality and effectiveness in some of its credential programs and general operations, but the effectiveness is overshadowed by the identified areas of concern.

Denial of Accreditation – The institution has been found to routinely ignore or violate the Common Standards or Program Standards. The institution does not have minimal quality and effectiveness in its credential programs and operations and the level of the competence of the individuals being recommended for credentials is in serious question. The

denial of accreditation results in the removal of the authority for operating credential programs in California.

Institutions that are accredited with technical, substantive, or probationary stipulations are required to address the stipulations within one calendar year. Institutions are required to prepare a written report with appropriate documentation that the stipulations have been addressed. Institutions responding to stipulations are required to prepare for a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit. The report of the re-visit team is to be received and acted upon by the Committee on Accreditation within one calendar year of the original visit. Throughout this process, institutions receive technical assistance from Commission staff in developing responses and preparing for re-visits.

An institution receiving Denial of Accreditation is required to take immediate steps to close all credential programs at the end of the semester or quarter in which the Committee on Accreditation decision took place. The institution is required to file a plan of discontinuation within 90 days of the Committee's decision, which outlines the institution's effort to place enrolled students in other programs or provide adequate assistance to permit students to complete their particular programs. The institution is enjoined from re-applying for accreditation for two years and is required to make a formal application to the Committee on Accreditation that includes the submission of a complete institutional self-study report. The self-study must clearly show how the institution has attended to all problems noted in the accreditation team report that recommended Denial of Accreditation.

Criteria Used to Classify Programs as Low Performing

The Committee on Accreditation monitors the quality of educator preparation programs through its accreditation system. Accreditation is granted to those institutions that meet the Commission's standards of quality and effectiveness. Institutions that do not meet Commission standards are precluded from offering educator preparation programs in California.

The State uses its accreditation procedures to identify and assist low-performing institutions and those at risk of becoming low performing programs of teacher preparation. For the purpose of meeting the requirements of Title II, section 208(a) of the Higher Education Act, California uses the following procedures and criteria concerning low performing institutions:

Low Performing Institutions - An institution that is determined by an accreditation review team and the Committee on Accreditation to have failed to meet the Commission's standards of quality and effectiveness would be designated as low-performing and would be denied accreditation. An institution denied accreditation is prohibited from offering teacher preparation programs in California for a minimum of two years. At the end of such time, the institution can reapply and is required

to submit a formal application and demonstrate that the problems identified in the original review institution have been addressed.

At Risk of Becoming Low Performing – An institution that is determined by an accreditation review team and the Committee on Accreditation to receive Accreditation with Probationary Stipulations is at risk of becoming a Low Performing institution. Such an institution is required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Probationary Stipulations are required to have a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit.

Currently, California has no teacher preparation programs classified as low-performing or as being at risk of being so classified.

Waivers of State Certification Requirements

During the 1999-2000 academic year, there were more than 272,000 full-time teachers teaching in California's public schools.¹² From 1989 to 1999, public school enrollments grew by 25 percent, contributing to teacher shortages throughout the state. California's teacher shortage has created a need for many schools and school districts to meet staffing needs through the employment of individuals who do not fully meet the requirements for a teaching credential. This section of the report describes the policies that apply to persons teaching without full certification.

Provisions for Persons Teaching Without Full Certification

Description of Waiver Categories

The Commission uses three types of documents that "waive" state credential requirements and authorize non-credentialed individuals to teach in public schools: Pre-Intern Certificates, Emergency Permits, and Credential Waivers. Schools and school districts utilize these documents when they are unable to fill vacancies with credentialed individuals.

Table 6-1 describes the different categories and terms California uses for temporary waivers of state certification requirements.¹³ Each of the documents described below requires individuals to make progress toward completing the requirements of a teaching credential while providing schools and school districts with flexibility in handling short-term and unanticipated staffing needs when credentialed individuals are unavailable.

Determination of Need

Schools or school districts that determine the need to hire personnel on an Emergency Permit or Waiver must submit the request in writing before the Commission will consider granting it. The Commission requires local employing agencies to file a Declaration of Need for Fully Qualified Educators with the Commission if they anticipate a need to hire non-credentialed individuals to temporarily fill teaching positions. Once the Declaration is on file, the employer may apply for emergency permits for qualified individuals.

¹² *Fact Book 2001 – Handbook of Education Information*, California Department of Education, 2001.

¹³ Additional information about Emergency Permits and waivers may be found in the following documents:

California Commission on Teacher Credentialing, *Credential Handbook*, available online at www.ctc.ca.gov/credentialinfo/credinfo.html

California Commission on Teacher Credentialing, *Waiver Handbook*, available online at www.ctc.ca.gov/credentialinfo/credinfo.html

Employers who find the need to request a waiver of credential requirements in order to hire an individual to fill a short-term staffing need must secure local board approval prior to applying for a waiver. **Candidates may not apply directly to the Commission for these documents.**

Table 6-1: Waivers of Credential Requirements

Category name:	Duration	Times renewable	Description, including requirements:
Pre-Intern Certificate	1 Year	1	<p>The Pre-Intern Certificate is available to participants in approved pre-intern programs conducted by school districts and county offices of education. Individuals in a Pre-Intern Program have not met subject-matter requirements for entry into a credential program.</p> <p><u>Requirements:</u></p> <p>Possession of a baccalaureate or higher degree from a regionally accredited college or university; and</p> <p>Passage of the CBEST</p>
Emergency Permit	1 Year	4	<p>Emergency permits are valid for one year and authorize the holder to provide the same service as a full teaching credential. Employers applying on behalf of individuals for any of these permits must verify that those individuals have met several requirements before they may receive the permit. Some of these requirements are general to all types of emergency permits, while others are specific to the permit requested. All emergency permits require the holder to complete specific requirements in order to be eligible for a reissuance of the emergency permit for another year.</p> <p><u>Requirements</u></p> <p>Possession of a baccalaureate or higher degree from a regionally accredited college or university; and</p> <p>Passage of the CBEST</p> <p>Specific requirements apply, depending on the permit requested</p>
Credential Waiver	Variable	1-3	<p>Credential waivers are utilized to fill certificated positions when more qualified individuals are not available. Employing agencies are permitted to request a credential waiver only when qualified individuals and interns are unavailable and the employer is unable to find an individual who qualifies for an emergency permit. Waivers are generally issued for one calendar year and the individual on the waiver must demonstrate progress toward a credential by completing an examination or coursework toward the credential before the employer can be granted a subsequent waiver.</p>

Information on Waivers of State Certification or Licensure Requirements

The table below presents the aggregate number of individuals holding Pre-Intern Certificates, Emergency Permits, or Credential Waivers for each school district and for each grade level and subject area for the 1999-2000 academic year. Individuals holding these documents serve in full-time, part-time, or long-term substitute teaching assignments. The table does not include the number of individuals who serve as day-to-day substitute teachers. Totals for individual subject areas may be higher than state totals due to individuals who are authorized to teach in more than one subject area. For example, the authorization for Bilingual Education requires certification in another subject area.

Table 6-2: Classroom Teachers with Waivers, by Category for the 1999-2000 academic year

Reporting Categories	Total Number of Teachers ¹⁴	Number of Teachers Not Fully Certified ¹⁵	Number of Teachers Not Fully Certified but with Content Expertise ¹⁶
State Totals	284,628	45,489	N/A
High-Poverty Districts ¹⁷	88,831	20,122	N/A
All other Districts ¹⁸	195,797	25,367	N/A
Elementary Education	141,043	21,664	N/A
Arts -- All levels	3,690	275	N/A
Bilingual Education/ESL -- All levels	124,055	3,319	N/A
Special Education -- All levels	26,109	9,468	N/A
Career/Technical Education -- All levels	6,408		N/A
English/Language Arts -- Middle, Jr. High, High School.	24,720	2,808	N/A
Foreign Language Arts -- Middle, Jr. High, High School.	4,994	916	N/A
Mathematics -- Middle, Jr. High, High School.	15,761	2,606	N/A
Science -- Middle, Jr. High, High School.	13,012	3,008	N/A
Social Studies -- Middle, Jr. High, High School.	14,594	1,984	N/A

¹⁴ Data for "Total Number of Teachers" was obtained from the California Department of Education, California Basic Educational Data System (CBEDS) and is defined in Full Time Equivalent (FTE).

¹⁵ Totals represent the sum of individuals teaching on Pre-Intern, Emergency Permit, and Waiver certificates.

¹⁶ The Commission does not maintain data on the number of teachers who have content expertise but are not fully certified.

¹⁷ The list of high-poverty districts in California may be found at: www.title2.org/HighPoverty.htm

¹⁸ A list of California's 1,054 school districts may be found at: www.cde.ca.gov/schooldir

Alternative Certification

Although California has established multiple routes into teaching, the state does not have any programs that are considered “alternative routes” to certification. All programs, including intern programs, are required to meet uniform standards of program quality and effectiveness established by the Commission. All programs include instruction in pedagogy and supervised teaching experiences. All programs are required to ensure that prospective teachers meet the Candidate Competence and Performance standards prior to completing the program.

Table 7-1: Alternative Certification Routes

State Policies Concerning Alternative Credential Routes	Applicability
The state has approved one or more alternative routes to certification.	No
The state has approved alternative routes to certification, but is not currently implementing them.	No
The state is considering or has proposed alternative routes to certification.	No

Improving Teacher Quality

This section of the report describes steps taken during the past several years to improve teacher quality. Recognizing that teacher quality and student achievement are inextricably linked, policy makers have initiated a number of programs and reforms aimed at significantly improving the preparation of K-12 teachers.

Over the past several years, Governor Gray Davis and the Legislature enacted measures designed to improve the quality of teaching and increase student achievement by addressing teacher recruitment, preparation, retention, and professional development¹⁹.

Vowing to make education his first, second, and third priority, Governor Davis called on the Legislature to convene a Special Session on Education in the first days of his term. Together, the Governor and Legislature enacted four key measures that focused on student achievement and teacher quality:

- ◆ *California Peer Assistance and Review Program*: A new program of peer review, staff development and assessment of veteran teachers. The results of these programs are to be used in annual teacher evaluations conducted by principals, and reported to local school boards;
- ◆ *Elementary School Intensive Reading Program*: An after-school, Saturday, and summer session intensive reading program for students in grades K-4 who need to further develop reading skills;
- ◆ *Public School Performance and Accountability*: The Public School Performance and Accountability Program ranks schools by academic achievement, establishes a system for rewarding schools that meet performance goals, and provides assistance for the lowest performing schools; and
- ◆ *High School Exit Exam*: A high school exit examination, testing students in reading, writing, and mathematics.

Governor Davis and the Legislature built on this foundation over the last several years bringing reforms and resources to California teachers and the students that they serve. These reforms and resources focus on recruiting talented candidates to the teaching profession, retaining capable and dedicated educators, and renewing teachers' knowledge and skills in the classroom through professional development tied to statewide standards and goals.

¹⁹ "Governor Gray Davis Building on Success - 2001-02 Budget Education Initiatives", Kerry Mazzoni, Secretary for Education, January 10, 2001

Recruitment and Preparation

California needs to recruit and prepare between 25,000 and 30,000 new teachers annually to accommodate increased student enrollment, teacher retirements, and teacher attrition. The following initiatives were enacted to recruit and prepare California's new teachers:

Beginning Teacher Salaries: Increased beginning teachers' salaries statewide to \$34,000 a year.

Credential Equivalence for Out-of-State Teachers: California issues credentials to out-of-state teachers based on equivalent experience or requirements. Equivalence is determined either by successful teaching experience (for veteran teachers) or completion of equivalent requirements (for new teachers).

Teacher Recruitment Incentive Program (TRIP): Established teacher recruitment centers in six regions of the state where there is a demonstrated need to aggressively recruit fully-qualified teachers to the most challenging schools.

Teaching As A Priority (TAP): Grant awards to low-performing schools for discretionary teacher recruitment and retention incentives. Incentives may include (but are not limited to) signing bonuses, improved working conditions, salary increases, housing subsidies or a longer school year.

California Teaching Fellowship Program: Awards of \$20,000 to 1,000 teacher candidates who earn credentials and agree to teach in low-performing schools for four years.

Teacher Intern Programs: Expanded annual grant amounts (from \$1,500 to \$2,500) to school districts for teacher interns and expanded program enrollment.

Paraprofessional Teacher Training Programs: Expanded funding ten-fold to increase the number of participants from 580 to over 3,300. This program creates career ladders for para-educators to become certificated classroom teachers.

Summer Session Teacher Preparation: Funded state-supported summer session teacher preparation programs at the California State University (CSU) enabling teacher candidates to accelerate their preparation.

Assumption Program of Loans for Education (APLE): Increased loan awards for teachers who serve four years in subject shortage or low-income areas.

Teachers Scholars: Created the Governor's Teachers Scholars, a 15-month credential and master's degree program at the University of California (UC) that will provide prospective teachers with full scholarships in exchange for teaching in schools which are the most difficult to staff.

Housing: Below market mortgages for qualifying new teachers. Teachers must agree to serve in a low-performing school for five years.

Retention

The Governor and Legislature recognize that by retaining talented professionals already committed to teaching, they reduce the need to recruit new teachers. Additionally, rewarding teachers for gains in student achievement aligns a system of rewards to the statewide goal of increased student achievement. The following incentives were enacted to increase teacher retention in California:

Teacher bonuses: One-time cash rewards to teachers and certificated staff in low-performing schools that significantly improve their school's performance.

Teacher tax credit: Teachers who serve at least four years in public or private schools are entitled to tax credits ranging from \$250 to \$1,500, based on their years of service.

Teachers' Supplemental Retirement Account Program: Members of the State Teachers' Retirement System (STRS) have 25 percent of their STRS contributions (2 percent of earnings) placed in a supplemental retirement account that will be available as a lump sum payment or an annuity when the member retires.

Beginning Teacher Support and Assessment Program: This two-year induction program provides support and skill building for beginning teachers and has improved the retention rate of new teachers. Sufficient funds are provided to enable all first and second year teachers in the state to participate in the program.

Teacher Quality/Professional Development

California's Professional Development Institutes: Coordinated by the University of California's Subject Matter Projects, these programs are held at institutions of higher education and other regional sites throughout the state. These institutes are researched-based and aligned with state standards. School teams are offered initial instruction in intensive training segments of one to three weeks. Multiple follow-up sessions are provided throughout the school year. Participants receive stipends ranging from \$1,000 to \$2,000, depending on the amount of study at the institute. The Governor and Legislature have established (or expanded) the following institutes, consistent with statewide goals in student achievement in math and reading, and to assist English learners:

- ◆ *Reading and Professional Development Institutes:* Provides periodic, intensive staff development training and follow-up in reading for new teachers.
- ◆ *Subject Matter Projects:* Expanded the California Subject Matter Projects to create intensive summer academies for teachers without teaching credentials and those teaching English Language Learners.

- ◆ *High School Professional Development Institutes in English and Math:* Professional development in the teaching of math and English for high school teachers, so that teachers can better prepare students to pass the math and English portions of the state's standardized tests, the high school exit exam, and strengthen instruction and curriculum offerings so that more students can meet college entrance requirements.
- ◆ *English Language Development Professional Development:* Training for teachers serving students with English as their second language. Nearly 25 percent of students in California school are English learners.
- ◆ *Elementary Mathematics Professional Development Institutes:* Training in math instruction for elementary school teachers who agree to become school site teacher-trainers of mathematics.
- ◆ *Algebra Academies:* Professional development in algebra instruction for teachers in middle and high schools.

In addition to professional development institutes, the Governor and Legislature also funded incentives for teachers to achieve National Board Certification. Teachers who attain National Board Certification qualify for a one-time \$10,000 incentive award. An additional \$20,000 is available to board-certified teachers who agree to teach at low-performing schools for four years.

Building for the Future

This year, the Governor and Legislature are considering a number of policies and initiatives to build on the work begun in 1999:

Strengthened Accountability for Teacher Preparation Programs: Governor Davis has directed the Commission on Teacher Credentialing to strengthen education preparation program accreditation reviews by collecting objective performance data on an annual basis. This data can be employed to determine whether colleges, universities and district intern programs are preparing teacher candidates to teach to the K-12 content standards, use instructional materials aligned with the standards, assess students based on the standards, and assist students who have difficulty meeting the standards. Data collected on candidate performance pursuant to federal statutes (Title II of the Higher Education Act) can provide the foundation for comprehensive data on the outcomes of teacher preparation in California.

Building on the data collected pursuant to federal law, and the intensive on-site accreditation reviews already in place, the proposed data system would provide annual reports regarding: 1) performance of the program's candidates on a teaching performance assessment; 2) performance of the program's candidates on the Reading Instruction Competence Assessment; 3) effectiveness of preparation in areas such as reading instruction, subject matter, classroom management, working with parents, and using data collected from on-line surveys of program graduates and their employers; and 4) additional data from sources identified by the Commission in consultation with a design

team representing school districts, classroom teachers, teacher educators, and university researchers.

Reduction of Emergency Permits: Legislation has been proposed to require more specific documentation from a school district to the Commission on Teacher Credentialing when the district requests an emergency permit. The measure would require that the school district conduct a diligent search for an appropriately certificated teacher that includes accessing recently enacted teaching incentives such as the Teaching as a Priority Block Grant and the Teacher Recruitment Incentive Program.

Learning Advancement of our Low-Achieving Students Act of 2001: This proposed omnibus legislation addresses the needs of low-performing schools and low-achieving students. Several provisions specifically focus on teacher quality, including provisions to: 1) provide increased incentives for teachers to attain National Board Certification; 2) prohibit school district collective bargaining agreements from limiting the number of years of service credit that may be granted to newly hired, previously experienced teachers, in order to encourage experienced teachers to teach in low performing schools; 3) expand financial aid incentives for teachers to work in low-performing schools; 4) authorize state funding for staff development to be conducted outside of the instructional year for teachers and non-credentialed instructional staff in low-performing schools; and 5) require that school districts maintain comparable assignments of senior teaching staff in order to be eligible for state assistance in specified programs.

School Leadership: This new legislation will provide training, support, and assistance to 5,000 principals and vice-principals each year including, but not limited to: 1) school financial and personnel management; 2) core academic content standards; 3) curriculum frameworks and instructional materials aligned to the standards; and 4) use of student assessment instruments to improve student performance. This legislation is pending the Governor's signature.

Math and Reading Professional Development: This proposal would budget funding to expand math and reading professional development for all of California's teachers.

Loaned Teacher Tax Credit: This proposal seeks to establish a 50 percent tax credit for employers who lend employees to public schools to teach math and science.

Overview of Institutional Reports

The institutional report cards contained in Appendix B of this report represent the efforts of the 84 postsecondary institutions and school districts that had approved Multiple Subject and Education Specialist credential programs in 1999-2000 to comply with the institutional reporting requirements mandated by Title II of the Higher Education Act. The reports are consistent with the requirement of the U.S. Department of Education and the State.

Institutional Reporting Process

The U.S. Department of Education provided guidance for the development of institutional reports in its *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation (Title II, Higher Education Act)*. This 85-page document provided general information about the reporting requirements, included definitions of technical terms, and contained the specifications for institutional and state reports. Recognizing the different approaches to educator preparation across states, the U.S. Department of Education required each state to adopt a plan for implementing the federal law and collecting data from institutions.

In the spring of 2000, the Commission began working with an intersegmental advisory working group for the purpose of developing a state plan that defined procedures for collecting and reporting the data elements that would be included in California institutional report cards. In August 2000, the Commission distributed a "preliminary copy" of this plan, and invited the sponsors of teacher preparation programs to comment on the preliminary plan. Subsequently, the Advisory Working Group discussed all comments about the draft plan and developed a final plan that was adopted by the Commission and approved by the U.S. Department of Education in October 2000. A copy of California's *Official State Plan for Federally-Mandated Reports About Teacher Preparation Programs* is contained in Appendix C of this report.

The State Plan identified the required and optional elements of information to be included in the Institutional Reports on Teacher Preparation Programs submitted in April 2001. The format for the institutional report cards called for a three-part structure that included: (A) optional qualitative information about all teacher preparation programs offered by an institution; (B) required quantitative information about each teacher preparation program offered by an institution; and (C) required data about RICA pass rates for candidates who completed the institution's Multiple Subject or Education Specialist credential programs.

To facilitate the reporting process and enhance the Commission's capacity to review and analyze the large amount of data that would be contained in the institutional reports, Commission staff worked with National Evaluation Systems and Richard Carlton Consulting to develop a secure, Web-based data transmission system. Using this system, postsecondary institutions and school districts that had approved Multiple Subject and

Education Specialist credential programs submitted their report card data to the Commission on or before the mandated April 9, 2001 deadline.

Content of Institutional Reports

In addition to providing information about institutional mission, program qualities, and efforts to improve program effectiveness, institutional reports included data relating the number of candidates enrolled in programs, internships, and student teaching, the number of candidates employed as emergency teachers, and candidate-supervisor ratios. Programs also provided information about the number of candidates completing programs and their performance on the State's Reading Instruction Competence Assessment.

Institutions made their own decisions about the qualitative data included in the reports and were guided by the State Plan in the inclusion of quantitative data. Because of differences in budgeting, assignment practices, and institutional procedures, candidate-supervisor ratios should be interpreted with caution. These data may not reflect the quality of interaction between candidates and the individuals who are assigned to supervise field experiences.

Appendix A

Assessment Pass-Rate Data for Teacher Preparation Programs Academic Year 1999-2000

Table D2: State-Level Aggregate and Summary Assessment Pass-Rate Data for Teacher Preparation Programs, By Program

State Name: California

Academic Year: 1999-2000

Institution ¹	Multi-Subject Credential			Education Specialist Credential			Total				
	Number of Program Completers	Number of RICA Test Takers	Number Passed	Number of Program Completers ²	Number of RICA Test Takers	Number Passed	Number of Program Completers	Number of RICA Test Takers	Number Passed	Percent Passed ³	Quartile Ranking ³
Statewide Total	12,591	11,979	11,546	994	579	543	13,585	12,558	12,089	96%	
California State University System											
CA Polytechnic State University-San Luis Obispo	70	70	68	16	9	--	86	79	76	96%	Q3
CA State Polytechnic Univ.-Pomona	198	192	189	20	19	18	218	211	207	98%	Q2
CSU Bakersfield	229	221	208	9	8	--	238	229	216	94%	Q4
CSU Chico	257	256	254	0	0	--	257	256	254	99%	Q1
CSU Dominguez Hills	664	609	582	44	19	16	708	628	598	95%	Q3
CSU Fresno	440	408	385	18	18	18	458	426	403	95%	Q3
CSU Fullerton	462	421	414	99	42	41	561	463	455	98%	Q2
CSU Hayward	225	223	223	7	2	--	232	225	225	100%	Q1
CSU Long Beach	325	320	311	8	8	--	333	328	319	97%	Q2
CSU Los Angeles	377	364	336	60	37	32	437	401	368	92%	Q4
CSU Monterey Bay	125	104	93	0	0	--	125	104	93	89%	Q4
CSU Northridge	626	615	603	30	27	25	656	642	628	98%	Q2
CSU Sacramento	403	395	380	68	34	33	471	429	413	96%	Q3
CSU San Bernardino	342	308	289	71	32	28	413	340	317	93%	Q4
CSU San Marcos	292	287	280	15	15	15	307	302	295	98%	Q2
CSU Stanislaus	303	287	266	5	4	--	308	291	270	93%	Q4
Humboldt State University	94	93	91	14	10	10	108	103	101	98%	Q2
San Diego State University	428	422	415	50	32	29	478	454	444	98%	Q2
San Francisco State University	397	382	367	50	27	25	447	409	392	96%	Q3
San Jose State University	279	267	258	24	13	13	303	280	271	97%	Q2
Sonoma State University	140	134	128	8	8	--	148	142	136	96%	Q3
Q1--Range, Mean							(99%-100%) 99.8				
Q2--Range, Mean							(97%-98%) 97.6				
Q3--Range, Mean							(95%-96%) 95.6				
Q4--Range, Mean							(84%-94%) 91.7				

¹ The following programs did not have program completers for 1999-2000, therefore are not included in the pass-rate tables:

CalState TEACH, Orange County District Intern Program, City University, Nova Southeastern University, Stanford University, and University of Phoenix

² Passage of the RICA became a requirement for Education Specialist Instruction Credential candidates effective 1/1/2000.

Program Completers in this category include candidates who were not subject to the RICA requirement.

³ Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in a higher or lower quartile ranking, and individual candidate performance has a larger impact on pass rates for smaller programs.

Table D2: State-Level Aggregate and Summary Assessment Pass-Rate Data for Teacher Preparation Programs, By Program (continued)

State Name: California

Academic Year: 1999-2000

Institution ¹	Multi-Subject Credential			Education Specialist Credential			Total				
	Number of Program Completers	Number of RICA Test Takers	Number Passed	Number of Program Completers ²	Number of RICA Test Takers	Number Passed	Number of Program Completers	Number of RICA Test Takers	Number Passed	Percent Passed ³	Quartile Ranking ³
University of California System											
UC Berkeley	44	41	40	0	0	--	44	41	40	98%	Q2
UC Davis	84	79	76	0	0	--	84	79	76	96%	Q3
UC Irvine	75	74	74	0	0	--	75	74	74	100%	Q1
UC Los Angeles	94	92	86	0	0	--	94	92	86	93%	Q4
UC Riverside	61	60	58	15	14	14	76	74	72	97%	Q2
UC San Diego	43	43	43	0	0	--	43	43	43	100%	Q1
UC Santa Barbara	38	38	37	0	0	--	38	38	37	97%	Q2
UC Santa Cruz	37	36	36	0	0	--	37	36	36	100%	Q1
Private Universities and Colleges											
Antioch University	15	14	14	0	0	--	15	14	14	100%	Q1
Azusa Pacific University	181	169	162	35	28	28	216	197	190	96%	Q3
Bethany College - Assemblies of God	18	17	16	0	0	--	18	17	16	94%	Q4
Biola University	57	51	49	0	0	--	57	51	49	96%	Q3
California Baptist University	76	63	63	1	0	--	77	63	63	100%	Q1
California Lutheran University	77	75	71	2	1	--	79	76	72	95%	Q3
Chapman University	708	679	660	54	33	33	762	712	693	97%	Q2
Christian Heritage College	19	19	18	0	0	--	19	19	18	95%	Q3
Claremont Graduate University	65	54	53	0	0	--	65	54	53	98%	Q2
College of Notre Dame	82	82	80	0	0	--	82	82	80	98%	Q2
Concordia University	110	110	109	0	0	--	110	110	109	99%	Q1
Dominican College of San Rafael	115	110	105	0	0	--	115	110	105	95%	Q3
Fresno Pacific University	79	78	74	3	0	--	82	78	74	95%	Q3
Q1--Range, Mean							(99%-100%) 99.8				
Q2--Range, Mean							(97%-98%) 97.6				
Q3--Range, Mean							(95%-96%) 95.6				
Q4--Range, Mean							(84%-94%) 91.7				

¹ The following programs did not have program completers for 1999-2000, therefore are not included in the pass-rate tables:

CalState TEACH, Orange County District Intern Program, City University, Nova Southeastern University, Stanford University, and University of Phoenix

² Passage of the RICA became a requirement for Education Specialist Instruction Credential candidates effective 1/1/2000.

Program Completers in this category include candidates who were not subject to the RICA requirement.

³ Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in a higher or lower quartile ranking, and individual candidate performance has a larger impact on pass rates for smaller programs.

State Name: California

Academic Year: 1999-2000

	Multi-Subject Credential			Education Specialist Credential			Total				
Institution ¹	Number of Program Completers	Number of RICA Test Takers	Number Passed	Number of Program Completers ²	Number of RICA Test Takers	Number Passed	Number of Program Completers	Number of RICA Test Takers	Number Passed	Percent Passed ³	Quartile Ranking ³
Private Universities and Colleges (continued)											
Holy Names College	16	15	15	6	2	--	22	17	17	100%	Q1
Hope International University	25	23	21	0	0	--	25	23	21	91%	Q4
John F. Kennedy University	16	16	16	0	0	--	16	16	16	100%	Q1
La Sierra University	41	14	13	0	0	--	41	14	13	93%	Q4
Loyola Marymount University	89	87	86	1	1	--	90	88	87	99%	Q1
The Master's College and Seminary	20	20	20	0	0	--	20	20	20	100%	Q1
Mills College	32	30	30	0	0	--	32	30	30	100%	Q1
Mount Saint Mary's College	36	35	33	5	1	--	41	36	34	94%	Q4
National Hispanic University	44	41	40	0	0	--	44	41	40	98%	Q2
National University	1,595	1,508	1,424	201	87	76	1,796	1,595	1,500	94%	Q4
New College of California	33	30	26	0	0	--	33	30	26	87%	Q4
Occidental College	12	10	10	0	0	--	12	10	10	100%	Q1
Pacific Oaks College	57	50	49	2	2	--	59	52	51	98%	Q2
Pacific Union College	19	19	16	0	0	--	19	19	16	84%	Q4
Patten College	16	16	16	0	0	--	16	16	16	100%	Q1
Pepperdine University	160	138	138	0	0	--	160	138	138	100%	Q1
Point Loma Nazarene University	64	62	60	0	0	--	64	62	60	97%	Q2
Saint Mary's College of California	104	102	100	1	1	--	105	103	100	97%	Q2
Santa Clara University	47	44	43	4	4	--	51	48	47	98%	Q2
Simpson College	84	83	76	0	0	--	84	83	76	92%	Q4
United States International University	43	43	42	0	0	--	43	43	42	98%	Q2
University of LaVerne	158	154	148	0	0	--	158	154	148	96%	Q3
University of the Pacific	42	39	38	2	2	--	44	41	40	98%	Q2
Q1--Range, Mean							(99%-100%) 99.8				
Q2--Range, Mean							(97%-98%) 97.6				
Q3--Range, Mean							(95%-96%) 95.6				
Q4--Range, Mean							(84%-94%) 91.7				

¹ The following programs did not have program completers for 1999-2000, therefore are not included in the pass-rate tables:

CalState TEACH, Orange County District Intern Program, City University, Nova Southeastern University, Stanford University, and University of Phoenix

² Passage of the RICA became a requirement for Education Specialist Instruction Credential candidates effective 1/1/2000.

Program Completers in this category include candidates who were not subject to the RICA requirement.

³ Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in a higher or lower quartile ranking, and individual candidate performance has a larger impact on pass rates for smaller programs.

State Name: California

Academic Year: 1999-2000

	Multi-Subject Credential			Education Specialist Credential			Total				
Institution ¹	Number of Program Completers	Number of RICA Test Takers	Number Passed	Number of Program Completers ²	Number of RICA Test Takers	Number Passed	Number of Program Completers	Number of RICA Test Takers	Number Passed	Percent Passed ³	Quartile Ranking ³
Private Universities and Colleges (continued)											
University of Redlands	126	115	111	0	0	--	126	115	111	97%	Q2
University of San Diego	107	102	99	0	0	--	107	102	99	97%	Q2
University of San Francisco	63	56	56	16	11	10	79	67	66	99%	Q1
University of Southern California	57	56	54	10	9	--	67	65	63	97%	Q2
Vanguard Univ of Southern California	32	29	27	0	0	--	32	29	27	93%	Q4
Westmont College	20	20	20	0	0	--	20	20	20	100%	Q1
Whittier College	58	53	52	0	0	--	58	53	52	98%	Q2
District Intern Programs											
Project Pipeline	37	30	30	0	0	--	37	30	30	100%	Q1
San Joaquin Co. Office of Education	20	19	19	0	0	--	20	19	19	100%	Q1
Compton USD	24	24	23	0	0	--	24	24	23	96%	Q3
Long Beach USD	23	23	23	0	0	--	23	23	23	100%	Q1
Los Angeles USD	447	441	439	20	19	19	467	460	458	100%	Q1
Ontario/Montclair USD	31	31	30	0	0	--	31	31	30	97%	Q2
San Diego City USD	39	39	39	0	0	--	39	39	39	100%	Q1
Q1--Range, Mean							(99%-100%) 99.8				
Q2--Range, Mean							(97%-98%) 97.6				
Q3--Range, Mean							(95%-96%) 95.6				
Q4--Range, Mean							(84%-94%) 91.7				

¹ The following programs did not have program completers for 1999-2000, therefore are not included in the pass-rate tables:

CalState TEACH, Orange County District Intern Program, City University, Nova Southeastern University, Stanford University, and University of Phoenix

² Passage of the RICA became a requirement for Education Specialist Instruction Credential candidates effective 1/1/2000.

Program Completers in this category include candidates who were not subject to the RICA requirement.

³ Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in a higher or lower quartile ranking, and individual candidate performance has a larger impact on pass rates for smaller programs.

Appendix B

Institutional Reports for Academic Year 1999-2000

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California Polytechnic State University, San Luis Obispo
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California Polytechnic State University, San Luis Obispo, part of the California State University System, is a comprehensive public institution located on the central coast of California. Nationally recognized for its polytechnic emphasis, it enrolls 16, 500 students in bachelor's and master's degree programs in the Colleges of Agriculture, Architecture and Environmental Design, Business, Engineering, Liberal Arts, and Science and Mathematics, as well as in post-baccalaureate credential and master's degree programs in the University Center for Teacher Education. The mission of the UCTE is to prepare teachers and educational professionals for California's diverse public school population through an all university approach to teacher preparation. Cal Poly's "learn by doing" philosophy is translated by UCTE into dynamic school-university partnerships that emphasize quality teaching, current educational practice, applied research, and a strong commitment to serve the community. Accredited by the California Commission on Teacher Credentialing, our programs provide teacher education and education specialist students with unique, direct involvement in the best practices of instruction, and in the latest applications of discoveries about technology, learning, assessment, and schooling. Cal Poly is the only California university member of the prestigious National Network for Educational Renewal and as such is dedicated to the NNER's agenda for education in a democracy: access to knowledge for all students, stewardship of schools, nurturing pedagogy, and enculturation into the principles of a social and political democracy.

Institution/Program: California Polytechnic State University, San Luis Obispo
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Cal Poly's teaching credential programs attract top students from throughout the state and western region. Entrance requirements are rigorous. Applicants to the multiple subject (elementary) and education specialist (special education) programs are required to have a minimum G.P.A. of 2.75, and those applying to the single subject (secondary) program must meet a minimum G.P.A. ranging from 2.6 to 3.0, depending on the subject area. All candidates are required to pass the California Basic Education Skills Test and a professional aptitude interview. Each is expected to have strong academic preparation in a subject matter area, either by completing a CCTC approved course sequence as part of an undergraduate degree or by passing the appropriate ETS Praxis, SSAT, or MSAT examinations. Multiple subject candidates must complete a three-course sequence in mathematics education as well as extensive methods instruction in reading, social sciences, math, and science. Candidates follow a field-based curriculum linking university classes to hands-on experience in surrounding public schools. Guided by Cal Poly faculty and teacher mentors, candidates take on gradually increasing levels of classroom responsibility, culminating in two quarters of student teaching. Dedicated teacher education faculty are an interdisciplinary team at Cal Poly, some based in the University Center for Teacher Education itself and others in the Colleges of Agriculture, Science and Mathematics, and Liberal Arts. Cal Poly teacher education graduates are sought after throughout the state and region and are highly successful in their search for teaching positions.

Institution/Program: California Polytechnic State University, San Luis Obispo
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

A number of fresh initiatives are occurring under the leadership of Cal Poly's new University Center for Teacher Education Dean, Dr. Bonnie Konopak. The first cohort of students has been admitted to an innovative blended program for multiple subject (elementary) candidates. In contrast to the traditional post-baccalaureate program, the four-plus-one program will prepare undergraduate Liberal Studies majors for elementary school teaching in four years plus one quarter by blending together subject matter and professional education coursework with field experience and student teaching. Beginning with this school year (2001-2002), elementary candidates will have the option of either the traditional post-baccalaureate or the blended program. A revised single subject (secondary) curriculum also focuses on blending subject matter methods with education coursework and realigns field experiences with university courses so as to minimize scheduling conflicts, maximize student progress to the credential and incorporate Cross Cultural Language and Academic Development certification into the program. The Education Specialist Level II credential program was recently approved in both mild-moderate and moderate-severe emphases, and the first cohort of experienced educators seeking this advance credential are being admitted. Finally, all of Cal Poly's teaching credential curricula are undergoing review with the goal of incorporating the latest educational technology by spring of 2002, and the UCTE is moving much of its admissions, reporting, and advising information into a user friendly, web-based processing system. These innovations will significantly enhance the excellence and effectiveness of Cal Poly's teacher preparation programs in the future.

Institution/Program: California Polytechnic State University, San Luis Obispo
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	100	100	0
Single Subject Candidates	150	150	0
Education Specialist Candidates	69	69	0
Totals	319	319	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	80	80	0	0
Single Subject Candidates	87	87	0	0
Education Specialist Candidates	57	57	0	0
Totals	224	224	0	0

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	17	0	0
In Academic Positions with Rights and Responsibilities	17	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	18	0	0
In Academic Positions with Rights and Responsibilities	18	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	5	0	0
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	15:1		
Single Subject Programs	15:1		
Education Specialist Programs	15:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California Polytechnic State University, San Luis Obispo
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	24	20	480
Single Subject Programs	23	19	437
Education Specialist Programs	20	30	600

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	70	70	68	97 %
Education Specialist Programs	16	9		
Total	86	79	76	96 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State Polytechnic University, Pomona

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for lifelong learning, leadership, and careers in a changing multicultural world. The College of Education and Integrative Studies (CEIS) provides an interactive, inquiry-based environment incorporating a multi-disciplinary and interdisciplinary curriculum. Our graduates are prepared for leadership to address the complex issues that confront our communities in working toward building a creative, just and democratic society. The Department of Education prepares K-12 teachers seeking credentials in Multiple Subjects; Single Subjects; M.S. and S.S. with Cross-cultural, Language and Academic Development (CLAD) or Bilingual (Spanish) Cross-cultural Language and Academic Development (BCLAD) emphases; and Special Education (Mild/Moderate and Moderate/Severe). The programs for professional teacher preparation seek to develop teacher candidates who: 1) exhibit respect for the worth and dignity of all students, regardless of academic achievement, intellectual potential, social maturity, sex, or ethnic, cultural or racial background; 2) are academically competent in their field of subject-matter expertise; 3) demonstrate pedagogically sound methods of teaching and apply them appropriately to meet individual and collective student needs; and 4) are committed to lifelong learning, are stimulated by open inquiry, and desire to share these qualities with others. The programs are committed to excellent professional preparation that provides students with the opportunity to acquire the skills, intellectual strategies, critical attitudes, and broad perspectives necessary to serve the needs of schools and communities.

Institution/Program: California State Polytechnic University, Pomona

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The basic credential programs emphasize the integration of theory and practice in the study of education foundations, curriculum, methodology, and the teaching of reading. The emphasis on the teaching of reading has a dual focus: the pedagogy of learning to read and the pedagogy of application to content and context: reading to learn. The basic programs are organized around the four themes of Teacher as Reflector, Communicator and Organizer; Researcher and Practitioner; and Professional. The preparation of teachers at Cal Poly Pomona is a university-wide function. Faculty members from each credential major department and designated university personnel are appointed to serve on the Teacher Education Selection Committee. Increased field experiences and service learning components provide students with opportunities for professional observation, initial practice, and increased practical responsibilities in diverse educational and community settings. Credential programs at Cal Poly Pomona may be completed with supervised student teaching in assigned classrooms for regular student teachers. Qualified students on emergency permits who meet all eligibility requirements, and are approved for assignment to their own classrooms (appropriate to the credential sought), may be supervised in order to demonstrate competency to meet the student teaching requirement. The student teaching requirement for both regular and emergency permit student teachers includes two 10-week quarters of full-day teaching. This requirement also applies to students enrolled in the one-year internship program. Students enrolled in the two-year internship program may complete up to four 10-week quarters of supervised student teaching.

Institution/Program: California State Polytechnic University, Pomona

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Faculty members in the College of Education and Integrative Studies have taken leadership roles on various initiatives intended to contribute to a seamless pipeline for the professional preparation of teachers. Examples include high school collaborative outreach programs to prepare and recruit students to the teaching profession, enhanced articulation agreements with surrounding community colleges, partnering with local school districts in preparing paraprofessionals to become teachers (Teacher Aide Path to Teaching Program), increased involvement with local school districts for BTSA support programs and intern programs, and the creation of a Liberal Studies Blended Program to strengthen and streamline the academic preparation of future teachers. New faculty hires have brought expertise to the department in the areas of reading/literacy, special education, educational technology, and science/math methods. New partnerships have been developed for the design of pre-intern programs. On-line courses and five-week summer offerings have been designed to accommodate the need for timely, flexible and convenient delivery of credential courses. To increase access to information and improve services to credential students, an additional credential analyst has been hired. To further streamline the processing of students through the credential program, services related to admissions, student teaching/intern placements, and recommendation for the credential have been consolidated in the college's Student Services Center.

Institution/Program: California State Polytechnic University, Pomona

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	299	251	48
Single Subject Candidates	101	97	4
Education Specialist Candidates	44	23	21
Totals	444	371	73

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	221	49	48	124
Single Subject Candidates	62	31	4	27
Education Specialist Candidates	43	5	21	17
Totals	326	85	73	168

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	14	14	19
In Academic Positions with Rights and Responsibilities	1	3	4
In Non-Academic Positions without Rights and Responsibilities	13	11	15
Single Subject	10	3	12
In Academic Positions with Rights and Responsibilities	9	0	8
In Non-Academic Positions without Rights and Responsibilities	1	3	4
Education Specialist	2	7	6
In Academic Positions with Rights and Responsibilities	1	1	2
In Non-Academic Positions without Rights and Responsibilities	1	6	4

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	8:1	7:1	14:1
Single Subject Programs	3:1	4:1	3:1
Education Specialist Programs	5:1	13:1	6:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California State Polytechnic University, Pomona

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	20	700
Single Subject Programs	35	20	700
Education Specialist Programs	35	20	700

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	198	192	189	98 %
Education Specialist Programs	20	19	18	95 %
Total	218	211	207	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CalStateTEACH

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

CalStateTEACH is an alternative path to the Multiple Subject CLAD (Cross-cultural, Language and Academic Development) teaching credential. Available to individuals residing and teaching in any geographic location in California, CalStateTEACH is designed specifically to serve teachers who hold Emergency Teaching Permits and teach in a public or private elementary school setting. It is particularly targeted to serve those who want to become credentialed teachers but are unable to access campus programs due to personal circumstances or because they live beyond commuting distance to a university. The program has been constructed to integrate the theory and practice of teaching with the daily experiences of inexperienced, uncertificated teachers in the classroom. There is one curriculum that is implemented Statewide. The program is delivered through regional centers located at five California State University (CSU) Lead Campuses.

CalStateTEACH is a program of supported, independent learning in which beginning teachers work in small groups, guided by CSU faculty as well as by on-site school mentors. This form of instruction allows part-time, home-based study and uses a rich mix of print, Internet, video, and web-based materials. There are no regular university classes to attend; however, five all-day Saturday seminars are required during the program. After they successfully complete the 18-23 month Program, candidates will have earned a preliminary teaching credential and 39 semester units of credit. They will also have met the State's Clear Credential requirement for a course in Computers in the Classroom.

Institution/Program: CalStateTEACH

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

CalStateTEACH is unique in that it is an integrated program, not a collection of individual courses. It is configured to meet the developmental needs of teachers from their first days in the classroom through their growth into competent teachers who can work effectively with diverse populations. Its mission is to prepare highly skilled teachers who utilize critical thinking, creativity, and reflection to inform their professional decision-making. It is committed to fostering the ethical development of teachers and ensuring that its graduates recognize the teacher as a moral force within the classroom. Since the candidates are teaching full-time in their own classrooms, they must carry out all teaching tasks from day one--teaching all subjects, managing the classroom, assessing students, maintaining relationships with staff and parents, etc. Thus the candidates are introduced to critical knowledge and skills at the beginning, and those initial understandings are built on and extended until the entire program is completed, giving the participants the same complexity of skill and understanding as any well-prepared teacher, only having acquired them in a different structure.

The faculty both through on-site visits and through extensive web-based discussion groups fosters a sense of group belonging, opportunities for substantive discussions and personal support. On-site teachers are mentors to the Interns and provide another means of assistance and support.

Assessment in the program is outcomes-based. Candidates are evaluated according to the six domains of the California Standards for the Teaching Profession both on their classroom teaching performance and on their professional portfolio.

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

As a result of experience gained during the initial year of operation, CalStateTEACH has continued to refine its curriculum, administration, and student services. The curriculum was modified to better meet the needs of full-time classroom teachers. Assessment procedures were refined, and detailed, developmental proficiency levels were written. Summative assessments and other portfolio requirements were better delineated to ensure a thorough understanding of program expectations.

Assessment Board procedures were streamlined, and specific policies now exist for reviewing Interns' portfolios to ensure inter-rater reliability in grading among faculty in the five regional centers.

Since many of the candidates in Stage One of the program have not yet met the State's required subject matter proficiency, a person was hired to assist those needing to pass the subject matter proficiency exam. She assessed candidates' subject matter strengths and weaknesses and assisted them to learn academic content in their areas of need. Initial evidence indicates that this type of assistance was effective and might inform public policy regarding ways to assist candidates, particularly from those groups who traditionally have had the most difficulty with this exam, enter the teaching force.

An external evaluator was hired to provide an outside perspective of the program, and the initial reports are being used to make program modifications as needed, thus enabling the administration and faculty to meet their goals for continual program modifications to ensure that the program remains on the cutting edge of good professional practice.

Institution/Program: CalStateTEACH

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	328	0	328
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	328	0	328

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	328	0	207	121
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	328	0	207	121

Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	31	31
In Academic Positions with Rights and Responsibilities	0	31	31
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs		24:1	24:1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CalStateTEACH

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	16	71	1,136
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	0			
Education Specialist Programs	0			
Total	0			

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU, Bakersfield
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the School of Education (SOE) at California State University, Bakersfield (CSUB) is to strengthen the foundations of democracy and equal educational opportunity through quality programs which prepare committed education professionals in the context of a linguistically and culturally pluralistic society. The SOE values confluent educational approaches which prepare caring and reflective professionals who will nurture and promote intellectual development as well as the emotional, social, and physical well being of all students. The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CTC).

CSUB is a Hispanic-Serving Institution located in the petroleum and agriculture-rich county of Kern. We also serve students in Tulare, Los Angeles, and Inyo counties with a variety of programmatic options leading to either a teaching, administrative, or counseling credential and/or a baccalaureate or masters degree. Credential programs include Multiple Subjects with CLAD or BCLAD emphasis or Single Subjects with CLAD emphasis; Mild/Moderate or Moderate/Severe, Levels I and II; Administrative Services, Tier I and II; and Pupil Personnel Services. The CLAD/BCLAD emphasis credential or add-on certificate prepares students to work in linguistically diverse classrooms. Demographically, many of the local districts served by the SOE are majority-minority with high percentages of emergency permit teachers. Our graduates are in great demand and many are employed prior to completion of their credential program. Most graduates remain in the region for the duration of their careers.

Institution/Program: CSU, Bakersfield
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The SOE expects and values a high level of faculty involvement in the teaching and learning process. Faculty is student-centered and consistently provides orientations, advisement, specialized workshops, and mentoring for students as needed, oftentimes above and beyond the call of duty. The coursework is relevant to contemporary realities, aligned with K-12 content standards and responsive to challenges facing the public schools. Students have easy access to highly experienced credential analysts and evaluators as well as expert faculty and responsive clerical staff to guide them through the complexities of California credentialing policies and regulations. Standards for admission, continuation, and successful completion of a teaching credential are rigorous and systematic.

The SOE is engaged and involved in K-12 schools, with the community colleges, the Kern County Superintendent's Office (KCSOS), and with the local and professional communities. The collaborative nature of our programs which have such features as: distinguished teachers-in-residence, ample field experiences, joint membership on advisory boards, external grant partners, a professional development school, service learning opportunities, and an integrated "blended" undergraduate teacher education program with the School of Humanities and Social Sciences, are examples of positive program features.

Institution/Program: CSU, Bakersfield
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The SOE is part of the Kern County Pre-Intern and Intern Consortium with KCSOS to provide pre-Intern certificates and Intern credential programs for non-credentialed teachers in some 47 local districts. Such programs provide former emergency permit teachers with the opportunity to obtain their credential while employed through enrollment in a specially designed cohort program which includes mentoring support, seminars, and course work provided by both the partnering district and the university. In addition, the state's new learning to teach continuum offers a beginning teacher support and assessment program (BTSA) for newly credentialed teachers, aligned with a masters degree, for which the SOE received approval for a unique planning grant.

Other new programs and initiatives include a newly CTC-approved Reading and Literacy Certificate Program and Masters Degree, a new Special Education Level II program, a new technology implementation plan aligned with CTC standards, and general improvements in the teacher education curriculum as a result of several funded projects. Three of the funded projects are directed at improving the preparation of teachers for English Language Learners through program redesign and professional development for faculty. Three funded projects are focused on technology for teachers. Two projects are specifically geared toward improving teachers' skills in the disciplines of teaching reading and writing. CSUB also offers specialized training in Mathematics and in Foreign Languages to assist teachers with credentialing.

The university has also set-up parallel programs and services in the Antelope Valley in Lancaster/Palmdale. New credential programs in Elementary, Secondary, and Special Education (including Intern programs), Masters degree in Curriculum and Instruction (with a new Educational Technology emphasis) and Educational Administration will also be offered in the Antelope Valley.

Institution/Program: CSU, Bakersfield
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	655	643	12
Single Subject Candidates	236	236	0
Education Specialist Candidates	196	196	0
Totals	1,087	1,075	12

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	415	141	12	262
Single Subject Candidates	125	67	0	58
Education Specialist Candidates	43	0	0	43
Totals	583	208	12	363

Institution/Program: CSU, Bakersfield
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	33	5	32
In Academic Positions with Rights and Responsibilities	33	5	32
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	9	0	9
In Academic Positions with Rights and Responsibilities	9	0	9
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	11
In Academic Positions with Rights and Responsibilities	0	0	11
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	10:1	3:1	12:1
Single Subject Programs	10:1		14:1
Education Specialist Programs			4:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Bakersfield
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	25	10	250
Single Subject Programs	25	10	250
Education Specialist Programs	18	10	180

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	229	221	208	94 %
Education Specialist Programs	9	8		
Total	238	229	216	94 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU, Chico
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

At California State University, Chico, teacher education is founded on the belief that the future of a diverse, democratic society is dependent upon an educated populace. CSU, Chico faculty, staff, and administrators are dedicated to the professional preparation of teachers as a primary responsibility. Teacher candidates develop the knowledge, skills, and confidence to assume educational and community leadership roles. They are encouraged to think critically in order to make the informed and ethical decisions required to support, guide, and nurture children toward productive and healthy lives. CSU, Chico is an inclusive institution that provides access to teacher education programs for all qualified candidates, therefore, maintaining the highest standards. Learning experiences in university courses and at school sites are carefully designed to meet the varied educational needs of California's diverse population of children. Teacher candidates are challenged to exceed the Teaching Performance Expectations (draft) of the California Commission on Teacher Credentialing and to view their own educations as lifelong processes. By carefully linking theory with practice and university classroom with public school experiences, teacher candidates learn to be reflective practitioners who manage curriculum, instruction, students, and the educational environments to best accomplish the established learning goals for all California's children.

Institution/Program: CSU, Chico
--

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Located at the northern end of the vast Sacramento Valley in a predominantly agricultural area, CSU, Chico is removed both physically and emotionally from the urban areas of the state of California. Its teacher education programs, however, are designed to provide well-prepared candidates for all the state's public elementary and secondary schools. As a residential campus, most of Chico's teacher candidates are full time day students who complete their professional preparation in one academic year. With a student population drawn from throughout California, the mix of mature, re-entry and traditional recent post baccalaureate students encourages stimulation discussions, sharing of experiences, and exchanging perspectives. CSU, Chico provides a variety of options to earn basic, service, and advanced credentials in fully accredited and award-winning programs. Configured in a variety of ways, these programs accommodate the needs, schedules, and experiences of its diverse candidates. The School of Education is enriched by a permanent faculty with both P-12 teaching experience and subject area expertise. In addition, Teachers-in- Residence and the corps of part time faculty are drawn from a pool of extraordinarily capable and dedicated local teachers and administrators. Together, these curricular, pedagogic, and personnel elements combine to form a rich and distinctive professional preparation program of outstanding quality.

Institution/Program: **CSU, Chico**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: CSU, Chico
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	375	348	27
Single Subject Candidates	260	217	43
Education Specialist Candidates	80	20	60
Totals	715	585	130

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	346	305	27	14
Single Subject Candidates	254	196	43	15
Education Specialist Candidates	80	20	60	0
Totals	680	521	130	29

Institution/Program: CSU, Chico
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Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	23	8	6
In Academic Positions with Rights and Responsibilities	22	3	3
In Non-Academic Positions without Rights and Responsibilities	1	5	3
Single Subject	15	14	7
In Academic Positions with Rights and Responsibilities	15	7	3
In Non-Academic Positions without Rights and Responsibilities	0	7	4
Education Specialist	2	8	0
In Academic Positions with Rights and Responsibilities	2	4	0
In Non-Academic Positions without Rights and Responsibilities	0	4	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	24:1	24:1
Single Subject Programs	24:1	24:1	24:1
Education Specialist Programs	24:1	24:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Chico
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	25	15	375
Single Subject Programs	20	15	300
Education Specialist Programs	32	15	480

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	257	256	254	99 %
Education Specialist Programs	0			
Total	257	256	254	99 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU, Dominguez Hills
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the School of Education is to prepare teachers to work successfully with culturally and linguistically diverse learners in urban environments. California State University, Dominguez Hills is the most diverse university west of the Mississippi. Our teacher candidates and previous graduates reflect this diversity. CSUDH leads the state in credentialing African-American teachers and fifty percent of our current multiple subject supervised fieldwork is Spanish bilingual qualified. Currently one-half of the over one thousand students in the CSUDH intern program are seeking the Bilingual Crosscultural and Academic Language Development Emphasis and most are teaching in inner city, hard-to-staff schools.

Historically, the region served by CSU Dominguez Hills has had great difficulty recruiting and retaining teachers. In our service area, socioeconomic levels are low, academic performance by students is low, percentage of limited- English proficient (LEP) populations is high, and the ethnic diversity is the most extensive in Los Angeles County. Our teacher graduates teach primarily in Chapter I, Urban Impact, and multilingual schools.

In California, teacher candidates must pass multiple measures of assessment to be recommended for credentialing. The Reading Instruction Competency Assessment (RICA), whose results were used to rank California teacher preparation programs, is only one assessment among many and is required only of multiple subject and education specialist certifiers.

Institution/Program: CSU, Dominguez Hills
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The School of Education is accredited by both NCATE (National Council for Accreditation of Teacher Education) and CCTC (California Commission on Teacher Credentialing). For Traditional Student Teachers, the School of Education developed the Blended Program, which received the AACTE Best Practice Award in 1999 for collaboration between teacher education and liberal arts faculty. For Alternative Program Candidates, University Interns and Emergency Permit Teachers, the School of Education in collaboration with Los Angeles Unified School District and the Los Angeles Educational Partnership developed a Professional Development School which received the AACTE Best Practice Award in 2000 for Support of Diversity.

The Joe and Marcia Weiss Urban Literacy Center is a rich resource for teacher candidates to further explore resources for teaching mathematics and reading/language arts. The Center offers materials, resources, and mentoring to design lessons and plan units in literacy and mathematics. The Center has case study kits to supplement instruction provided in reading methods class to enable multiple subject and education specialist teachers to be able to deliver reading instruction in compliance with the standards established in the California Reading Initiative. The center offers intensive training classes in reading instruction lead by certified literacy trainers. In addition, all multiple subject certifiers participate in the CSUDH History/Social Science Project Showcase conference in conjunction with their study in Elementary Social Studies Methods and Reading and Writing in the Content Areas.

Institution/Program: CSU, Dominguez Hills
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

As NCATE and CCTC have moved toward solid measures of accountability in the last two years, the School of Education has looked carefully at its teacher preparation processes, and, as a result of these formal evaluative processes, has accomplished the following: 1) the school has developed a wide array of locations where coursework is delivered using The Professional Development School (PDS) Model to assure systemic educational reform of teacher preparation programs and faculty as well as teaching staffs of local schools; 2) has expanded evaluation processes to look at achievement results of students in schools of teachers prepared by the SOE, CSUDH programs; 3) has prepared faculty to offer technological infusion in all methodology coursework; 4) has developed a state-of-the-art preparation program for high school mathematics teachers; and 5) has developed a blended (teacher preparation/liberal studies) program to be located at professional development school settings.

The school has also developed a National Board For Professional Teaching Standards (NBPTS) Master's Program as a follow-on to Level I credential work and has a sound procedure for the support of preparing educators which we describe as the Learning-To-Teach Continuum -- from pre-intern work to university intern status and on to support from Beginning Teacher Support And Assessment (BTSA) projects.

Institution/Program: CSU, Dominguez Hills
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,164	1,350	814
Single Subject Candidates	935	478	457
Education Specialist Candidates	485	479	6
Totals	3,584	2,307	1,277

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	420	62	200	158
Single Subject Candidates	198	23	92	83
Education Specialist Candidates	126	0	6	120
Totals	744	85	298	361

Institution/Program: CSU, Dominguez Hills
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	5	21	17
In Academic Positions with Rights and Responsibilities	5	21	17
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	5	12	10
In Academic Positions with Rights and Responsibilities	5	12	10
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	1	6
In Academic Positions with Rights and Responsibilities	0	1	6
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	24:1	24:1
Single Subject Programs	24:1	24:1	24:1
Education Specialist Programs		24:1	24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Dominguez Hills
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	18	630
Single Subject Programs	20	18	360
Education Specialist Programs	25	18	450

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	664	609	582	96 %
Education Specialist Programs	44	19	16	84 %
Total	708	628	598	95 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU, Fresno**

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School of Education and Human Development at California State University, Fresno is the primary unit responsible for all teacher preparation programs. Vision and Mission of the Unit are as follows:

Vision

The School of Education and Human Development is committed to developing the knowledge, skills, and values for educational leadership in a changing, diverse, and technologically complex society.

Mission

The mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and education specialists in order to provide for the educational needs of children and adults, with special attention to diversity and equity.

Student Populations

The University has primary responsibility for serving: Fresno, Kings, Tulare, and Madera Counties. Within this region is a K-12 population of 367,023 that includes: American Indian - 1%, Asian -7.6%, Pacific Islander -0.2%, Filipino - 0.8%, Hispanic - 54%, African-American - 5.4%, and White Not Hispanic - 31%.

Teaching Population

Credentialed teachers for the four county region totaled 14,505. Teacher ethnicity is as follows: American Indian - 1%, Asian - 3%, Pacific Islander - 0.1%, Hispanic - 7.6%, African-American - 2%, and White Not-Hispanic - 85%.

Program Enrollment

Student enrolled in Teacher Education programs totaled 3,843. Student ethnicity by percentages includes: American Indian - 1.1%, Asian - 9.2%, Hispanic -33.8%, African-American - 3.2%, and White Not Hispanic - 41.3%, and other (unknown) - 11.4%.

In comparing the figures above, two prominent factors emerge: 1)high diversity in both K-12 and University students, and 2) sharp contrast in K-12 students and K-12 teacher ethnicity.

Institution/Program: CSU, Fresno

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The School of Education and Human Development offers a variety of exemplary programs that lead to a teaching credential. These programs contain sequenced experiences that enable enrollees to both acquire knowledge and develop skills through lecture, laboratory, and field-based classes. Examples include: the Liberal Studies Blended Program that leads to a BA degree and a Multiple Subject Credential in eight semesters; Internship Programs for Multiple Subject, Single Subject, and Special Education teachers; and CalStateTEACH, which is targeted for teachers holding Emergency Credentials.

Alternative program delivery includes field-based cohorts in: Reading, Educational Administration, CLAD Certificate; Option IV for Reentry Students; Block A for Middle School Teachers; and an Education Early Childhood Emphasis. Classes are also available via interactive audio/video at remote sites throughout the region. The Annual Character and Civic Education Conference, the Annual Conference on Interprofessional Collaboration, and Geography in Elementary School Curricula are a few examples of special conferences that serve to enrich a student's professional preparation.

Faculty promote professional development for the region's teachers through coordination of state curriculum projects such as: the San Joaquin Mathematics Project; the San Joaquin Valley Writing Project; the California History - Social Science Project, and the Central Valley Science Project.

The PreTeacher Assessment Center is focused on students' teaching strengths as well as on areas needing improvement. The Renaissance Partnership for Improving Teacher Quality Program is a collaborative with a local school district that is directed toward assessing teacher performance by measuring learning outcomes through teacher work sampling.

Institution/Program: CSU, Fresno

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Some of the new and more prominent School of Education and Human Development initiatives that are expected to improve program excellence and/or effectiveness are listed below:

Liberal Studies Blended Program

The Liberal Studies Blended Program was approved for all Liberal Studies majors beginning Fall, 2000. University subject matter faculty and Education faculty have joined together in developing a four year (130 semester unit) Bachelor's Degree in Liberal Studies and a Preliminary Multiple Subject Credential. The first graduates of a program are expected in Spring 2003.

Infusion of Technology in Teacher Education Curricula

School of Education and Human Development faculty have developed a plan for infusing computer-based technology in support of instruction for all basic teacher education programs. This plan calls for revisions of content in professional preparation core courses. Faculty are also receiving special instruction to enhance their technology skills with special funding from two United States Department of Education grants: Project Talent and StarTec.

Recruitment of Diverse Populations

Considerable effort has been directed toward expanding recruitment in the School of Education and Human Development. Support for recruitment initiatives is being provided by both federally and state-funded projects, which include: the Bilingual Teacher Recruitment Program (BTRP), the Career Ladder (CL), the Career Ladder in Special Education (CLSE), the Paraprofessional Teacher Training Program (PTTP), and the Teaching Fellows Program (TFP). The combined total for these recruitment programs is 352, with 273 (77.5%) minority. These recruitment initiatives are expected to significantly increase diversity enrollment in teacher preparation.

Institution/Program: CSU, Fresno

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,081	989	92
Single Subject Candidates	363	309	54
Education Specialist Candidates	107	103	4
Totals	1,551	1,401	150

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	724	623	87	14
Single Subject Candidates	210	160	48	2
Education Specialist Candidates	55	53	2	0
Totals	989	836	137	16

Institution/Program: CSU, Fresno

Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	6 5	1 8	7
In Academic Positions with Rights and Responsibilities	29	13	0
In Non-Academic Positions without Rights and Responsibilities	36	5	7
Single Subject	3 4	1 4	2
In Academic Positions with Rights and Responsibilities	25	9	1
In Non-Academic Positions without Rights and Responsibilities	9	5	1
Education Specialist	8	1	0
In Academic Positions with Rights and Responsibilities	7	1	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	25:1	25:1	25:1
Single Subject Programs	25:1	25:1	25:1
Education Specialist Programs	25:1	25:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Fresno

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	20	30	600
Single Subject Programs	30	30	900
Education Specialist Programs	24	30	720

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	440	408	385	94 %
Education Specialist Programs	18	18	18	100 %
Total	458	426	403	95 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU, Fullerton**

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

CSU Fullerton Teacher Preparation Programs are: (a) based on the University Mission and Goals; (b) shaped by the needs, aspirations, and skills of our students, faculty, and community; (c) embedded in appropriate standards of the individual professions; (d) informed by the knowledge base of each profession; and (e) accredited by and responsive to the standards of the California Commission on Teacher Credentialing standards (CCTC), National Council on the Accreditation of Teacher Education (NCATE), and Western Association of Schools and Colleges (WASC). Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

Our students are future educators, and the quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. This includes knowledge of the subject taught, understanding of development and learning, pedagogical skills in simplifying learning, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of cultural and diversity, and professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population. Faculty members are committed to excellence in teaching and display the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promotes reflective practice based on sound research and theory coupled with real world problems. Learning is expanded beyond the classroom to include partnerships with the community. These community partnerships provide a bridge between theory and practice.

Comment on Data for B1, Programs with Internship Teaching: Because our student teaching and internship programs have common coursework, this count includes only those students who completed internship teaching in this category.

Comment on Data for B8, B9, B10 Ratios: The 24:1 ratio is based on a full-time teaching load of 12 units/semester. However, we have no faculty members who supervise full-time. The reduced ratio for supervision of Education Specialist Emergency and Intern teachers is made possible through a grant.

Institution/Program: CSU, Fullerton
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The Multiple Subject Credential Program is distinguished by its cohort approach, whereby candidates complete most field and course experiences within stable cohorts led by small faculty teams. It also integrates field and course experiences, allowing candidates to connect simultaneous experiences from university and elementary classrooms.

The Education Specialist Credential Program was commended during their recent accreditation visit for excellent Professional Development Training Sites for their teachers, seamless delivery of a scaffolding curriculum including issues related to culture diversity and human differences, the ability to reach out to the experts in the field and bring them to CSU Fullerton for consultation and for the maintenance of high standards during the extreme growth over the past three years.

The Single Subject Credential Program is distinguished by an interdisciplinary approach that connects the three main elements of teacher training (subject matter preparation, pedagogical training, and field experience) through collaboration between the Department of Secondary Education, university academic departments and programs, and local school districts; the Professional Development District model; our Future Teachers recruitment program at 18 local high schools; and our BTSA collaboration with area school districts.

Institution/Program: CSU, Fullerton
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

New initiatives in the Multiple Subject Credential Program include the integration of educational technology throughout credential courses in a systematic, developmental manner. Additionally, beginning Fall 2000, all entering candidates receive certification preparing them to work with diverse populations.

The key mission of the Education Specialist Credential Program is to develop quality teachers who value life-long learning. To validate this statement, the department is conducting both telephone and paper-pencil surveys of graduates to determine the types of activities the alumni participate in after they graduate from our master degree programs. We have evidence of continued journal reading, active involvement in professional organizations, career ladder advances, participation in staff development conferences and in some cases, membership in teacher support groups that began in graduate school.

New initiatives in the Single Subject Credential Program include the revision of the Professional Track to more effectively serve individuals already teaching on Internship or Emergency Permit Credentials, the expansion of the Future Teachers program to serve additional high schools, the establishment of Pre-Intern and Paraprofessional Teacher Training programs with the Anaheim Union High School District.

Institution/Program: CSU, Fullerton
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	689	617	72
Single Subject Candidates	201	196	5
Education Specialist Candidates	118	112	6
Totals	1,008	925	83

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	581	467	72	42
Single Subject Candidates	221	107	5	109
Education Specialist Candidates	205	117	6	82
Totals	1,007	691	83	233

Institution/Program: CSU, Fullerton
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	9 0	3 0	2 6
In Academic Positions with Rights and Responsibilities	14	4	4
In Non-Academic Positions without Rights and Responsibilities	76	26	22
Single Subject	3 2	6	3 3
In Academic Positions with Rights and Responsibilities	8	2	9
In Non-Academic Positions without Rights and Responsibilities	24	4	24
Education Specialist	2 5	8	2 2
In Academic Positions with Rights and Responsibilities	6	2	8
In Non-Academic Positions without Rights and Responsibilities	19	6	14

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	24:1	24:1
Single Subject Programs	24:1	24:1	24:1
Education Specialist Programs	24:1	12:1	12:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Fullerton
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	14	490
Single Subject Programs	13	18	234
Education Specialist Programs	14	22	308

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	462	421	414	98 %
Education Specialist Programs	99	42	41	98 %
Total	561	463	455	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU, Hayward
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School's mission is to "prepare collaborative leaders who will influence a highly technological and diverse world". The Department of Teacher Education's mission is "to prepare teachers who are dedicated to the academic achievement of all students, and who demonstrate a commitment to life-long, professional growth and school leadership." The Multiple Subject and Single Subject programs integrate course content and classroom practice so candidates have both knowledge and methodology for reaching all their students. Candidates are given intense basic preparation before assuming classroom duties, serving in school sites as interns or student teachers for a whole academic year. We prepare candidates to work in school districts with the most diverse cultural, ethnic, and language population in the country. Responding to school districts needs, we have three district partnership programs where courses are offered and candidates are placed in the district. Our uniquely innovative Multiple Subject/Education Specialist (Mild-Moderate or Moderate/Severe) concurrent credential program enables candidates pursuing the Multiple Subject credential to complete the Specialist with two additional quarters of coursework and fieldwork. It addresses: the state standards requiring two-level Special Education Credentials; the diversity, learning, language and behavioral needs of our general education populations including the CLAD certificate; access to the core curriculum by the diverse special education population and the flexibility to assume a variety of roles within the inclusive general education classroom; the need for teacher education and special education collaboration via students participating in teams, in joint inclusive fieldwork, in team-taught courses; and working with students of diverse abilities.

Institution/Program: CSU, Hayward
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The Multiple, Single Subject and Education Specialist programs meet or exceed all of the NCATE and CCTC standards as affirmed in our latest accreditation reviews. There are several program qualities that prove effective for our candidates: (1) cohort-based, faculty-team leader structure providing candidates with a support group and faculty advisor throughout the year; (2) subject specific methods courses taught by experienced, content-expert teachers with K-12 classroom experience; (3) a variety of cohorts, ranging from traditional campus-based teams to district partnerships with classes offered at school district sites, co-taught by district and university faculty and curriculum specific to needs of students and community; and (4) a minimum of one full year of supervised field experience for each candidate, either as an intern or as a student teacher. Qualities that contribute to the excellence and effectiveness of the Multiple Subject/Education Specialist credential program includes: (1) supervisors who are practicing credentialed teachers; (2) on-site competency-based support with portfolio assessment and documentation (3) federal personnel preparation grant for student recruitment, financial support and mentoring; and (4) federal grant support for faculty research with schools in systems change. The integrated model of Multiple Subject/Education Specialist program, while instructionally beneficial to candidates, presents a false image that our graduates are few in number, given the context of this report's definitions and format. Because candidates in this dual program take the RICA exam during their first year, they are reported as multiple subject candidates. In truth, we graduate Ed Specialists who have passed the RICA exam.

Institution/Program: CSU, Hayward
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Numerous initiatives are underway. Our blended BA/Multiple Subject credential program enables undergraduates in Liberal Studies major to begin professional teaching courses in their junior year. We are reviewing our credential and masters degree program to integrate the National Board for Professional Teaching Standards. We are aligning our programs to the California Standards for the Teaching Profession as well as to K-12 state content standards. A system-wide evaluation of our teacher graduates is being conducted, paralleling our efforts in a CSU Accountability Process and the assessment process that is integral to preparation for NCATE/CCTC accreditation. Each of our basic teacher credential programs is now requiring a technology component, both at an introductory level as well as at an advanced level. Students learn early in their program how to use technology. While not every field placement has adequate technology, our students will be able to use the vast resources available through the Internet and to use technology in their planning and as a tool to improve the delivery of instruction. The Education Specialist program Level I has been revised to include a CLAD emphasis so that all our candidates will be fully prepared to teach diverse learners. We received a grant for mild/moderate emphasis that established a mentor process to support candidates from traditionally underrepresented populations.

Institution/Program: CSU, Hayward
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	616	430	186
Single Subject Candidates	242	123	119
Education Specialist Candidates	77	77	0
Totals	935	630	305

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	459	254	137	68
Single Subject Candidates	161	59	84	18
Education Specialist Candidates	72	7	0	65
Totals	692	320	221	151

Institution/Program: CSU, Hayward
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	26	20	20
In Academic Positions with Rights and Responsibilities	3	3	3
In Non-Academic Positions without Rights and Responsibilities	23	17	17
Single Subject	12	10	10
In Academic Positions with Rights and Responsibilities	4	2	2
In Non-Academic Positions without Rights and Responsibilities	8	8	8
Education Specialist	7	0	7
In Academic Positions with Rights and Responsibilities	3	0	3
In Non-Academic Positions without Rights and Responsibilities	4	0	4

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	37:1	37:1	37:1
Single Subject Programs	37:1	37:1	37:1
Education Specialist Programs	24:1		24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Hayward
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	13	20	260
Single Subject Programs	15	30	450
Education Specialist Programs	18	10	180

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	225	223	223	100 %
Education Specialist Programs	7	2		
Total	232	225	225	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU, Long Beach**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University, Long Beach (CSULB) has over 30,000 students and reflects the rich diversity of the surrounding communities. The College of Education (CED) provides a variety of initial teacher preparation programs and numerous advanced programs to over 2000 students. The CED Strategic Planning Committee led a series of activities and discussions amongst faculty, staff, and candidates to reach consensus on the key ideas and knowledge base that represent our collective vision. The theme is Teaching for Lifelong Learning, Professional Growth, and Social Responsibility. These key ideas are compatible with and supportive of the University's strategic priorities and are clearly reflected in the College of Education mission, which is as follows. The College of Education mission is to foster a learning and teaching community committed to education excellence. Our community:

- Promotes intellectual, personal, and interpersonal growth for all students;
- Prepares socially responsible leaders for a rapidly changing, technologically-rich world;
- Values diversity and prepares students for a diverse world;
- Serves and collaborates with other educators and the community; and
- Engages in research, scholarly activity, and ongoing evaluation.

The preparation of teachers and other educators is of the highest priority at CSULB. In response to class size reduction in 1996, the College of Education examined its teacher preparation programs and the related support services to ensure high quality and optimum service delivery to candidates. As a result of this process, a commitment to centralize student services was enacted, and the Student Information Center was opened. Also during this time, faculty and administrators carefully examined existing teacher preparation programs to ensure high quality and expediency and made appropriate changes. Many colleges and units outside of the College of Education (CED) have assisted in these efforts and are active participants in the design and delivery of our high-quality education programs. Initial Teacher Preparation programs at CSULB include the Multiple Subject Credential Programs (MSCP), which offer six pathways to a credential, the Single Subject Credential Program, and the Education Specialist Credential Program (Levels I & II, Mild/Moderate & Moderate/Severe). The Multiple Subject Credential Program is housed within the Teacher Education Department in the College of Education and the Education Specialist Credential Program is housed within the Educational Psychology, Administration, and Counseling Department in the College of Education. The Single Subject Credential program is a university-wide program. It has a shared governance structure across 10 subject matter programs housed in four colleges and a University Coordinator, based in the College of Education.

Institution/Program: CSU, Long Beach

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

In 1994, leaders of the three major educational institutions in the city of Long Beach, California State University, Long Beach (CSULB), the Long Beach Unified School District (LBUSD), and Long Beach City College (LBCC), agreed to form an educational partnership designed to build a seamless education system in which the community's diverse group of learners could achieve at high levels, kindergarten through college. The Seamless Education initiative has emerged as the umbrella for the partnership, bringing together faculty from all three educational levels to discuss policies, curriculum and instruction.

The Integrated Teacher Education Program (ITEP) pathway for the Multiple Subject Credential, is one outcome of the partnership. ITEP differs from the traditional baccalaureate pathway in that the professional and pedagogical studies as well as field experiences are woven throughout the sequence of coursework beginning with the first semester of the freshman year. This pathway was designed for candidates who make an early decision to seek a career in education. Arts and Science faculty, Education faculty and community members all collaborated on developing this connected and coherent sequence of content, professional, and pedagogical studies. This program is based on a common belief that deep content knowledge is linked to practice and that future teachers would be best served by explicit linkages being made between their developing understanding of content and their understanding of teaching methods and educational foundations. The ITEP began as a pilot program in the fall, 1999.

Institution/Program: CSU, Long Beach

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Extending the work of the partnership, the Technology for Teaching Consortium was developed in Fall 2000 and includes CSULB, LBUSD, and Cerritos Community College (CCC). The purpose of the Consortium is to prepare well-qualified teachers by integrating technological instruction throughout the curriculum, thus providing students essential skills necessary to meet California Commission on Teacher Credentialing (CTC) standards. There are three central priorities for the project:

- Faculty development: Develop and implement technology skill standards (competencies) for students and faculty. Develop systems for assessing those competencies. Increase faculty development opportunities, focusing on integrating technology into student-centered classrooms.
- Curriculum development: Develop coherent, cumulative technology infusion throughout basic teacher preparation programs and related undergraduate programs, with specified expectations for students entering and completing each program.
- Infrastructure: Expand computer access to all Consortium communities. Complete, approve and implement a college-based Learning Technology plan. Support class and program communication. Coordinate articulation and collaboration among Consortium members.

Full implementation of ITEP. The Integrated Teacher Education Program (ITEP) will be fully implemented in Fall 2001 and program enrollment is likely to increase to about 300 students. It will become the campus' primary undergraduate program for students planning to become elementary teachers. It represents a significant step for CSULB toward strengthening the undergraduate preparation of teachers.

Institution/Program: CSU, Long Beach

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,206	1,201	5
Single Subject Candidates	544	537	7
Education Specialist Candidates	127	119	8
Totals	1,877	1,857	20

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	283	140	5	138
Single Subject Candidates	231	148	7	76
Education Specialist Candidates	25	3	8	14
Totals	539	291	20	228

Institution/Program: CSU, Long Beach

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	28	1	28
In Academic Positions with Rights and Responsibilities	28	1	28
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	46	6	26
In Academic Positions with Rights and Responsibilities	45	6	25
In Non-Academic Positions without Rights and Responsibilities	1	0	1
Education Specialist	3	3	3
In Academic Positions with Rights and Responsibilities	3	3	3
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	18:1	24:1	18:1
Single Subject Programs	16:1	24:1	16:1
Education Specialist Programs	24:1	24:1	24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Long Beach

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	45	15	675
Single Subject Programs	25	20	500
Education Specialist Programs	45	32	1,440

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	325	320	311	97 %
Education Specialist Programs	8	8		
Total	333	328	319	97 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU, Los Angeles
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Charter College of Education at Cal State Los Angeles prepares educators to serve the culturally and linguistically diverse population of urban schools and related institutions of the 21st century. It offers a coordinated, multidisciplinary approach to the education of children and youth in the urban Los Angeles area. By collaborating with the schools in the region in projects such as Design for Excellence: Linking Teaching and Achievement (DELTA), 82 faculty members prepare professionals to become learner advocates who demonstrate competence in subject matter, professional knowledge, and skills. Committed to leading educators in their efforts to transform schools and improve the educational environment of all children and youth, the College was granted charter status by the CSU Chancellor's Office in 1995. This structure enables inclusive participatory governance, flexible scheduling, and streamlined curriculum processes unique to the university, the CSU system, and postsecondary education. The faculty partners with local PreK-12 schools, community colleges and universities abroad to provide staff development and support for increased student achievement.

Since 1959 the College has been accredited by the National Council for Accreditation of Teacher Education (NCATE). The California Commission on Teacher Credentialing and six other professional associations have also granted full accreditation to the College. Each quarter about 4000 students enroll in a wide variety of courses. During the last year, the College issued 937 multiple subject, single subject, or special education credentials. Over 2000 students received verification of their status to apply for emergency teaching permits.

Institution/Program: CSU, Los Angeles
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

All programs in the College use inquiry and reflection to measure effectiveness of candidates. By creating clearly structured course syllabi defining student performance outcomes, faculty judge the quality of work according to specific criteria. This approach mirrors the standards-based measurement systems required in California's public schools.

At the end of their program, all credential students have completed a portfolio which includes samples of their work and reflections on that achievement. These portfolios include print and media materials and samples of work from students in PreK-12 settings.

Each year the College's strategic plan is reviewed and annual assessment workshops are held to review current practices in standards-based and authentic assessment. Each program reviews surveys of students and comments from university faculty committees and community employer advisory committees. Suggestions are incorporated, and in 1999-2000 these resulted in the approval of substantial changes in the multiple subject credential program and the new undergraduate blended teacher preparation program. In 1999 a national evaluation team concluded that it was clear that the College is "making remarkable progress in reaching its goals". To assist first time takers of the Reading Instruction Competence Assessment (RICA), the College offered intensive RICA preparation workshops at no cost. Any students unsuccessful in the RICA test are offered intensive individual tutoring to assist them to pass in subsequent administrations. Data covering the period from August 1999 to June 2000 indicated that the number who passed the test increased by 14.3% as a result of this assistance.

Institution/Program: CSU, Los Angeles
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Three major new initiatives expanded the multiple pathways to teaching credentials. The focus was on creating programs that would shorten the time to completion of the credential and to expand the enrollment in internship programs. The Urban Learning major in the College was designed for both undergraduates and transfer candidates and enables students to complete simultaneously both a B.A. degree and the preliminary multiple subject or education specialist internship credential. To meet the critical need for more science teachers in the local area, the faculty of the College and colleagues in the Natural Sciences began planning a single subject credential blended undergraduate teacher preparation program. Called BEST (Better Educated Science Teachers), the program secured outside funding to create curriculum and conduct a pilot course to combine science subject matter instruction and early field observations in two Los Angeles high schools. A Memorandum of Understanding was created with Pasadena City College to assure program to program articulation in the blended undergraduate teacher preparation programs. The College continued to work with the Paraeducator Career Ladder Program at Los Angeles Unified School District to help develop programs to prepare current classroom aides to become teachers.

Institution/Program: CSU, Los Angeles
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,297	1,252	45
Single Subject Candidates	428	425	3
Education Specialist Candidates	316	270	46
Totals	2,041	1,947	94

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	377	49	17	311
Single Subject Candidates	119	23	0	96
Education Specialist Candidates	107	14	13	80
Totals	603	86	30	487

Institution/Program: CSU, Los Angeles
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	1 6	1 7	3 0
In Academic Positions with Rights and Responsibilities	2	0	4
In Non-Academic Positions without Rights and Responsibilities	14	17	26
Single Subject	1 0	0	2 2
In Academic Positions with Rights and Responsibilities	4	0	9
In Non-Academic Positions without Rights and Responsibilities	6	0	13
Education Specialist	1 2	7	2 4
In Academic Positions with Rights and Responsibilities	5	4	11
In Non-Academic Positions without Rights and Responsibilities	7	3	13

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	25:1	25:1	25:1
Single Subject Programs	25:1		25:1
Education Specialist Programs	25:1	25:1	25:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Los Angeles
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	10	300
Single Subject Programs	20	20	400
Education Specialist Programs	30	10	300

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	377	364	336	92 %
Education Specialist Programs	60	37	32	86 %
Total	437	401	368	92 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU, Monterey Bay
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

CSUMB offers CLAD/BCLAD internship and conventional programs leading to the Multiple Subject Credential. Both programs are designed for individuals who are interested in teaching in linguistically and culturally diverse elementary schools with large populations of English Language Learners. Our programs welcome teacher candidates who have the language and cultural experience or background to meet the needs of California's increasingly diverse student population.

Institution/Program: CSU, Monterey Bay
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

CSUMB teacher credential programs are outcomes-based and field-intensive. Teacher candidates in the conventional program are placed in public schools with substantial populations of English Language Learners from the first week of program enrollment through the conclusion of the final week of solo teaching experiences near the end of the curriculum. All courses relate theory to actual practice in the classroom through assignments and activities that are based on placement setting experiences. At the conclusion of both programs, teacher candidates present a portfolio of professional products and reflections that demonstrates the attainment of teacher education learning outcomes that undergird the curriculum of the programs.

Institution/Program: CSU, Monterey Bay

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The following program improvements were conducted during the 2000-2001 academic year:

- 1) admitted students with identified English language challenges were referred to the Academic Skills Achievement Program for a new course in English language development for teacher candidates;
- 2) a special seminar was scheduled to provide additional assistance with reading instruction skills and knowledge for students in the second half of their program;
- 3) the student teaching seminar was modified to provide more focus on the analysis of teacher candidate experiences in the schools and in their courses

Institution/Program: CSU, Monterey Bay

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	203	153	50
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	203	153	50

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	203	153	50	0
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	203	153	50	0

Institution/Program: CSU, Monterey Bay

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	24	12	0
In Academic Positions with Rights and Responsibilities	6	3	0
In Non-Academic Positions without Rights and Responsibilities	18	9	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	18:1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Monterey Bay

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	5	150
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	125	104	93	89 %
Education Specialist Programs	0	0		
Total	125	104	93	89 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU, Northridge

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University, Northridge, located in Los Angeles, is one of the largest institutions of higher learning in California. Our student body mirrors the ethnic diversity found in Los Angeles. A majority of our students transfer from nearby community colleges and/or have graduated from schools in Los Angeles Unified School District, and many are the first in their families to earn a college degree. The University embraces teacher preparation as one of its primary responsibilities and supports the College of Education in its rich tradition of preparing teachers and other school personnel. A majority of our students are returning or part-time students with obligations accompanying full-time employment and families.

The College prepares educators to serve the complex educational needs of the region and it enjoys the distinction of being one of the top preparers of teachers in California. Our graduates are well-educated, lifelong learners who are prepared to practice in an ever-changing, multicultural, diverse society. The College maintains partnerships with schools and agencies, and faculty are committed to excellence in teaching, scholarship and service.

Our state examination pass rate is based on the performance of elementary and special education teachers only on an examination that only assesses competence to teach reading.

The University meets high standards established by its accrediting agencies: California Commission on Teacher Credentialing, Western Association of Schools and Colleges, National Council for Accreditation of Teacher Education, and other discipline-based accreditation boards.

Institution/Program: CSU, Northridge

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Multiple pathways to the credential, extensive education program options and curricular innovation are trademarks of California State University, Northridge. All programs reflect a strong knowledge of K-12 schools and the individual needs of credential candidates. For example, the Accelerated Collaborative Teacher Education Program is a creative post baccalaureate, pre-service program developed in partnership with Los Angeles Unified School District for elementary, secondary, and special education candidates. Intern programs, developed collaboratively with several districts, address the needs of candidates who are currently responsible for their own classrooms. In 1999 an undergraduate program was implemented that allows students to earn both a B.A. degree and an elementary or special education teaching credential in four years. Some programs are cohorted and team taught, introducing candidates to a support network of professionals comprising a learning community of education faculty, arts and science faculty, and school personnel. The faculty involved in these credential programs are committed to promoting best practice in the schools based on current research. They nurture candidate success and are supported in their mission by a trained group of exemplary school personnel who assist as student mentors and instructors. Faculty and supervisors remain updated by attending workshops, seminars and professional meetings focusing on concepts and strategies for student-centered learning, technology-based instruction, and effective pedagogy. Our diverse student body is assisted by a College Equity Office, state-of-the-art computer labs, test preparation sessions, and on-going advising, coaching and mentoring by University faculty, staff and administrators.

Institution/Program: CSU, Northridge

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Strategic planning in 1999-00 enabled the College to undertake teacher education program initiatives such as increasing the scope of our K-16 partnerships, integrating credential and bachelor's degree programs, enhancing student knowledge about technology, and responding to the priorities of area schools.

The Colleges of Education and Humanities, in partnership with the Los Angeles Unified School District (LAUSD), were awarded one of the eight U.S. Department of Education Title II Teacher Quality Enhancement Grants to further develop our undergraduate degree and credential program through course blending of subject matter and pedagogy, cross departmental faculty teaming, enhancing a support system for student achievement and retention, and improving student field experiences.

LAUSD has been given an office in our Credential Preparation Office to advise and assist students with matters relating to employment in area schools.

In addition, several teacher education courses and programs are taught partially or entirely on-line by professors from the Elementary Education, Special Education, and Geology Departments. Two are courses for deaf and hard-of-hearing (DHH) teachers supported by a national grant. Also, there is a program providing on-line mentoring to DHH students and a math/science methods course for elementary teachers. Supported by a NASA and a California grant, elementary teachers in partner schools take an on-line course to improve science teaching.

In collaboration with other CSU campuses, the Department of Special Education is implementing a distance learning project to train teachers of students with multiple disabilities. Also, we participate in CalState TEACH.

Institution/Program: CSU, Northridge

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,273	2,094	179
Single Subject Candidates	836	755	81
Education Specialist Candidates	505	491	14
Totals	3,614	3,340	274

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	842	295	128	419
Single Subject Candidates	177	65	33	79
Education Specialist Candidates	298	17	134	147
Totals	1,317	377	295	645

Institution/Program: CSU, Northridge

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	6 5	2 9	4 8
In Academic Positions with Rights and Responsibilities	13	0	14
In Non-Academic Positions without Rights and Responsibilities	52	29	34
Single Subject	2 0	1 1	2 5
In Academic Positions with Rights and Responsibilities	7	1	9
In Non-Academic Positions without Rights and Responsibilities	13	10	16
Education Specialist	3 5	1 2	3 3
In Academic Positions with Rights and Responsibilities	20	11	19
In Non-Academic Positions without Rights and Responsibilities	15	1	14

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	36:1	24:1
Single Subject Programs	24:1	48:1	24:1
Education Specialist Programs	24:1	48:1	24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Northridge

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	20	16	320
Single Subject Programs	20	16	320
Education Specialist Programs	25	10	250

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	626	615	603	98 %
Education Specialist Programs	30	27	25	93 %
Total	656	642	628	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU, Sacramento

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

As we strive to meet the educational challenges of the new century in California, we work with the Sacramento community, our public school colleagues, and our students to develop stimulating and useful learning environments. We actively embrace the diversity of the community we serve: building on its strengths while addressing its needs. We use interdisciplinary traditions to seek effective solutions in an environment of constant educational renewal.

California's Sacramento Valley has a rich and challenging linguistic and cultural diversity. A Russian immigrant community lives adjacent to historically African American and Latino neighborhoods. New Southeast Asian immigrants interface with generations-old Chinese and Japanese communities. Children from first generation Mexican and Sikh farm worker families attend school alongside the monolingual English-speaking children of third generation European American families. Only one in four of these children's teachers comes from these groups. We in teacher preparation at CSUS face the following challenges: increasing the numbers of teachers well prepared to address the needs of low income, culturally and linguistically diverse students; and, ensuring that fieldwork and mentoring give teachers confidence and competence in "best practices" pedagogy for these students.

Institution/Program: CSU, Sacramento

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

During the 1999-2000 year CSUS offered a wide range of options, beginning both fall and spring, within elementary, secondary, and special education credential programs. One defining characteristic of the majority of all programs is the substantial public school experience in various settings combined every semester with coursework. Another defining characteristic is the clustering of students into 25-person cohorts (often housed in district schools) to keep learning groups constant and small throughout a candidate's total program. This location of cohorts out in public school sites allows for increasing interaction between the host cooperating teachers and the university faculty, who meet frequently to plan for the growth of the student teacher.

Offerings in the elementary program include two- and three-semester daytime programs (plus a Middle Level and a Multicultural/Multilingual program), a four-semester predominantly evening program, and internships in two neighboring urban school districts. An inter-university collaboration with our neighbor, the University of California at Davis, resulted in an elementary credential program (CLAD and BCLAD offered) with an accelerated two-summer, team-taught venture plus supervised fieldwork in fall or spring. Likewise, the secondary program offers two- and three-semester programs (one with evening coursework) and internships with the same two districts. Our special education programs serve both local candidates here on campus (daytime and evening classes) and also candidates in high-need, outlying locations where internships have been developed and evening/weekend classes delivered by our faculty as far away as one hundred miles.

Institution/Program: CSU, Sacramento

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

During the 2000-2001 school year, the College received two grants that will greatly impact the effectiveness of our teacher preparation programs. Additionally, both grants will enable us to collaborate more closely with our district partners in the preparation of student teachers.

The first is a Federal Title II Teacher Quality Enhancement grant. Funded for five years, this grant was awarded because of our potential for making comprehensive, lasting changes to teacher preparation programs. These monies have led to the establishment of "The Equity Network," an innovative undergraduate BA/certification program. In partnership with the Los Rios Community College District and several Sacramento-area school districts, the Equity Network has two interconnected goals: 1) to prepare graduates with the knowledge, skills, and desire to be effective teachers in low-income schools with culturally and linguistically diverse students; and 2) simultaneously to improve pupil achievement in partner schools that serve as placement sites.

The second major grant, known as PT 3 (Preparing Tomorrow's Teachers to Use Technology), pairs the College of Education with Apple Computers, the California Technology Assistance Project, several school districts, and two County Offices of Education. Over its three year cycle, this grant will enable us to: 1) transform the preservice program by integrating technology into coursework and fieldwork; 2) institutionalize a professional development model that will infuse technology into curricula; 3) develop preservice teachers who will meet state and national technology standards; 4) focus on issues of equity and access related to technology; and 5) disseminate project outcomes to K-12 schools and teacher preparation programs.

Institution/Program: CSU, Sacramento

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	702	594	108
Single Subject Candidates	265	253	12
Education Specialist Candidates	211	196	15
Totals	1,178	1,043	135

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	497	441	56	0
Single Subject Candidates	193	181	12	0
Education Specialist Candidates	114	63	15	36
Totals	804	685	83	36

Institution/Program: CSU, Sacramento

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	183	8	0
In Academic Positions with Rights and Responsibilities	44	8	0
In Non-Academic Positions without Rights and Responsibilities	139	0	0
Single Subject	35	10	0
In Academic Positions with Rights and Responsibilities	34	10	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Education Specialist	12	3	6
In Academic Positions with Rights and Responsibilities	12	3	6
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	18:1	
Single Subject Programs	24:1	18:1	
Education Specialist Programs	24:1	18:1	24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Sacramento

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	18	30	540
Single Subject Programs	15	34	510
Education Specialist Programs	25	30	750

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	403	395	380	96 %
Education Specialist Programs	68	34	33	97 %
Total	471	429	413	96 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU, San Bernardino**

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

CSUSB's strategic plan emphasizes learning communities, community partnerships, a welcoming and safe intellectual, social and physical environment and a recognition and celebration of diversity. CSUSB is an Hispanic Serving Institution. It strives to have its university community represent the demographics of the region. CSUSB's service region encompasses 27,000 square miles. Recent statistics indicate (from self-reported ethnic identification from 91.6% of students in the academic year 1999-2000) that the campus community is made up of 27.7% Hispanic, 10.2% African American, 47.7% Caucasian, 7.3% Asian, 2.4% Filipino, 1.3% Native American and 3.2% other ethnicity. These data are quite similar to the graduation rates of the region. For example in 1998-99, San Bernardino county reported the following statistics regarding high school graduates: 36.1% Hispanic, 10.5 % African American, 45.9 % Caucasian, 4.6% Asian, 1.6 % Filipino, 0.63 % Native American and 0.45% Pacific Islander.

Teacher education credential programs are, for the most part, fifth year post-baccalaureate programs. Only 35% of the students participate in traditional student teaching. The remaining candidates are employed by one of 63 school districts. These students hold either emergency (pre-intern) or intern credentials. More than 3,600 teachers are on emergency permits within the two county area. Most candidates are first generation college students. Given this context, basic credential programs are offered primarily during evening and weekend hours. Courses are offered on campus, at two satellite campuses, at a variety of venues and via distributed education. Career ladder programs are also available.

Institution/Program: CSU, San Bernardino

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Through a consortium established with the county offices, the COE works to provide a seamless transition for employed students through pre-intern, intern and beginning teacher support and assessment programs. Collaboration with involved districts and county offices of education has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. This collaboration has resulted in faculty participation in Regional District Liaison meetings, which serve Pre-Interns, Interns and new teachers. At every level, students are assessed in relation to the California Standards for the Teaching Profession. Most faculty have substantial public school experience and work closely with a variety of school-based partnerships. Particular attention is paid to the cultural diversity of the region and to the needs of English Language Learners. Adjunct faculty are either currently active in public schools or recently retired. Many of these professors have worked within the COE for ten or more years.

Institution/Program: CSU, San Bernardino

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The College of Education with the collaboration of the Colleges of Social and Behavior Sciences, Natural Science, and Arts and Letters has developed a blended program that integrates discipline-based knowledge with pedagogy. The program allows for a student to complete the B.A. in Liberal Studies concurrently with credential courses required for the preliminary credential in elementary education-with the outcome of degree and credential in 4+ years. Articulation with the community colleges provides a pathway to the blended program for students who complete their first two years at the community college.

Students now have the opportunity to participate in special RICA workshops offered by faculty to assist them in preparation for taking this test, which is a measure of their reading instruction competence. These workshops are particularly important for our bilingual students.

A new intern program for Education Specialists in the Moderate/Severe area is presently under development to help support the many emergency permit teachers in this field.

Institution/Program: CSU, San Bernardino

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,435	945	490
Single Subject Candidates	799	684	115
Education Specialist Candidates	393	345	48
Totals	2,627	1,974	653

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	553	185	362	6
Single Subject Candidates	127	44	75	8
Education Specialist Candidates	151	0	48	103
Totals	831	229	485	117

Institution/Program: CSU, San Bernardino

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	43	57	5
In Academic Positions with Rights and Responsibilities	12	8	0
In Non-Academic Positions without Rights and Responsibilities	31	49	5
Single Subject	20	8	4
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	16	4	4
Education Specialist	0	8	10
In Academic Positions with Rights and Responsibilities	0	0	6
In Non-Academic Positions without Rights and Responsibilities	0	8	4

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	24:1	24:1
Single Subject Programs	24:1	24:1	24:1
Education Specialist Programs		24:1	24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, San Bernardino

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	20	700
Single Subject Programs	35	18	630
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	342	308	289	94 %
Education Specialist Programs	71	32	28	88 %
Total	413	340	317	93 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU, San Marcos

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University San Marcos (CSUSM) accepted its first students in 1990, and from its inception has demonstrated a strong commitment to teacher education. The university devotes a higher proportion of its base budget to teacher education than any other campus in the California State University system. The College of Education was established in 1990 with teacher education as its primary focus. The mission of the College of Education is to collaboratively transform public education by preparing thoughtful educators and advancing professional practice. We offer programs to prepare teachers for elementary schools, middle schools, high schools, and special education. We offer only professional education programs through the college, using a variety of delivery modes that allow candidates to engage in full-time study, part-time study, and teaching internships. Programs are geared to meet the needs of area school districts and to maximize accessibility for candidates from varying life circumstances. Our goal is to ensure a fully qualified teacher in every classroom in our service region, and we are adaptable to emerging needs that result from policy decisions such as the California Class Size Reduction Initiative and the California Reading Initiative. In addition to preparing new teachers, we collaborate with area school districts in many areas related to continuous school improvement, including beginning teacher support and induction, experienced teacher professional development, and preparation of school administrators. The resources of the College of Education are wholly devoted to professional education and school improvement through collaboration.

Institution/Program: CSU, San Marcos

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Some exemplary aspects of the college are:

- 1) Our programs are offered on a cohort model in which candidates complete their program requirements in an intact group. A
problem-solving approach to instruction forms strong adult learning communities that model how effective schools operate.
- 2) All teacher education programs at CSUSM are standards-based. They meet national and state accreditation standards, and California student learning standards form the basis of instructional methods courses.
- 3) We fully embed Cross-Cultural Language and Academic Development (CLAD) competencies in our programs, ensuring that all graduates are prepared to meet the educational needs of students who are English language learners.
- 4) A hallmark of the college is our Distinguished Teacher in Residence (DTiR) program, designed to engage outstanding teachers in the preparation of new teachers and support college faculty to work in area schools. Eighteen school districts partner with the college to support the program. Teachers are selected for two-year terms as full-time faculty in the College of Education. Six Distinguished Teachers in Residence serve at any given time. Also, the joint funding arrangement supports "reassigning" the equivalent of three full-time faculty positions annually for college faculty to work in area schools.
- 5) The North County Professional Development Federation provides an on-going infrastructure for K-16 collaboration on professional development. NCPDF is funded through dues paid by the College of Education, the San Diego County Office of Education, and 23 member school districts. NCPDF provides collaborative professional development programs for area educators, with full involvement of college faculty.

Institution/Program: CSU, San Marcos

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Examples of program enhancements and initiatives during the 2000-01 academic year include:

- 1) The college is developing an outcomes assessment system that will a) measure candidate learning outcomes, b) provide the basis for making decisions regarding candidate learning and readiness for licensure, and c) provide data on overall program outcomes for the college. The goal is to have a comprehensive database on candidate learning and program effectiveness, enabling us to work in a "culture of evidence." The assessment plan will be completed by the end of the 2000-01 academic year.
- 2) During the 2000-01 academic year, we dramatically expanded school district participation and candidate enrollment in our special education internship program. This expansion was undertaken in response to the critical shortage of qualified special education teachers in our area.
- 3) During the 2000-01 academic year, we collaborated with an area school district to initiate a master's program designed in part to support teachers in preparing for certification by the National Board for Professional Teaching Standards (NBPTS). The program is offered on-site in the district and features co-teaching by college faculty and NBPTS-certified teachers.
- 4) The college has initiated three large-scale professional development programs for area teachers, funded by grants to the college and offered through the North County Professional Development Federation. Two of the programs, focusing on mathematics education and teaching English language learning students, are funded through the Governor's Professional Development Institutes initiative. The third, in technology education, is funded by the CSU Office of the Chancellor.

Institution/Program: CSU, San Marcos

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	498	448	50
Single Subject Candidates	65	65	0
Education Specialist Candidates	37	20	17
Totals	600	533	67

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	400	373	13	14
Single Subject Candidates	69	63	0	6
Education Specialist Candidates	36	19	14	3
Totals	505	455	27	23

Institution/Program: CSU, San Marcos

Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	99	3	6
In Academic Positions with Rights and Responsibilities	20	1	2
In Non-Academic Positions without Rights and Responsibilities	79	2	4
Single Subject	16	0	3
In Academic Positions with Rights and Responsibilities	4	0	1
In Non-Academic Positions without Rights and Responsibilities	12	0	2
Education Specialist	12	2	2
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	10	2	2

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	18:1	18:1	18:1
Single Subject Programs	18:1		18:1
Education Specialist Programs	18:1	18:1	18:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, San Marcos

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	16	640
Single Subject Programs	30	17	510
Education Specialist Programs	40	16	640

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	292	287	280	98 %
Education Specialist Programs	15	15	15	100 %
Total	307	302	295	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU, Stanislaus

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University, Stanislaus is committed to preparing effective and dedicated teachers who are advocates for children and their communities. The College of Education's mission corresponds to the national and statewide need for qualified K-12 teachers and translates into action in one of the most diverse areas of the state. The main campus in Turlock, located in the northern Central Valley, serves primarily six counties covering 10,000 square miles.

Teacher Education heads the university's list of rapidly-growing programs. In 1999-2000, the total enrollment in teacher preparation was 527 Full-time Equivalent Students (FTES) compared to 361 in 1995-1996. High standards, academic rigor, and intellectual integrity are stressed in all courses from reading to science to special education and student teaching. California requires passage of RICA (Reading Instruction Competence Assessment) for credential recommendation and is moving toward the development of a comprehensive Teacher Quality Assessment (TQA) which will measure other performance expectations. Teacher preparation candidates are usually the first family members to attend college; many come from immigrant backgrounds, and at least fifteen percent are second language learners. Multiple and single subject preparation programs include emphases in bilingual education (Spanish, Cambodian, Hmong, and Lao) and English language development. Population growth has caused several school districts to hire more teachers on emergency permits than desirable. In response, new internship programs are providing more fully-credentialed teachers for local schools. Education programs are accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE).

Institution/Program: CSU, Stanislaus

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

In fall 1999, the Colleges of Education and Arts, Letters, and Sciences (ALS) initiated a university-wide Blended Undergraduate Teacher Preparation Program to include all Liberal Studies (LIBS) majors. During 1999-2000, 1263 students were enrolled in the LIBS major while 634 candidates were in professional teacher preparation programs. CSU Stanislaus moved from a traditional program where post baccalaureate teacher preparation followed completion of a LIBS major to an integrated model starting in the freshman year. The Blended Program now features: (a) curriculum developed collaboratively by K-12, community college personnel, and faculty from Education and ALS, (b) freshman and sophomore classes which include fieldwork in schools, (c) junior and senior level Integrative Courses combining content with teaching emphases, (d) teacher preparation courses that begin in the junior year, and (e) opportunities to finish in four years and a semester. Upon completion, future teachers are recommended for a baccalaureate degree and a Multiple Subject credential.

Community college transfers who want to become teachers can transition smoothly into the program at or before the junior year. Single Subject Credential Program students tutor, teach, and take classes in secondary schools at three off-campus centers. A corresponding Alternative Certification (Internship) component, similar to the one found in the Multiple Subject Program, allows students to teach while they complete credential requirements.

The area served by the university has a high need for Special Education teachers. Federal grant funds to augment the recruitment, preparation, and retention of special education candidates are being used by the campus for this purpose.

Institution/Program: CSU, Stanislaus

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

During 1999-2000, CSU Stanislaus became a partner with three community college districts to implement reading and teacher preparation grants. Funding allows future teachers to make early connections with the university through articulated courses, campus visits, advisement, and fieldwork in elementary classrooms. A network for recruiting paraprofessionals to become fully-qualified teachers had existed previously as a partnership with large school districts and was renewed for continued state funding. In addition, new collaborative agreements with over twenty school districts were added to the Multiple and Single Subject Credential Program internship programs. Four new partnerships were created with regional Beginning Teacher Support and Assessment (BTSA) programs, thereby aligning induction requirements with standards and competencies found in multiple subject teacher preparation. Connections with K-12 and community colleges increased substantially during the year.

Student teaching placements have increased in number and complexity. For this reason, a Field Placement Coordinator was selected to serve as a liaison between the College of Education and local school districts. In summer 2000, Teacher Education courses were offered in a state-funded Year-Round-Operation (YRO) pilot project. Classes needed to complete credentials were available to students at state rates and on a schedule permitting end-of-summer entry into a teaching position or teacher preparation program. Another pilot approach to address the needs of working and re-entry students included offering courses in a modular format to candidate cohorts which became support groups for participants. In addition, an experimental student teaching model at three local school sites was begun and is being evaluated.

Institution/Program: CSU, Stanislaus

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	529	405	124
Single Subject Candidates	96	93	3
Education Specialist Candidates	9	9	0
Totals	634	507	127

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	318	210	108	0
Single Subject Candidates	111	95	3	13
Education Specialist Candidates	13	8	0	5
Totals	442	313	111	18

Institution/Program: CSU, Stanislaus

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	27	21	0
In Academic Positions with Rights and Responsibilities	10	7	0
In Non-Academic Positions without Rights and Responsibilities	17	14	0
Single Subject	14	2	3
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	11	2	3
Education Specialist	2	0	2
In Academic Positions with Rights and Responsibilities	2	0	2
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	12:1	12:1	
Single Subject Programs	12:1	12:1	12:1
Education Specialist Programs	24:1		24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CSU, Stanislaus

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	14	420
Single Subject Programs	15	28	420
Education Specialist Programs	30	14	420

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	303	287	266	93 %
Education Specialist Programs	5	4		
Total	308	291	270	93 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Humboldt State University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Faculty of the Department of Education at Humboldt State University are deeply committed to the high quality education of teachers and of the children and adolescents who are at the heart of our teaching. We expect our students to become exceptional classroom teachers and to take on leadership roles within public schools across the state as strong and articulate advocates for children and adolescents and for public education. Because of our small size, we are able to offer personal, community-centered programs that best align with our educational philosophy. We see our mission as being to help our students become aware of their own assumptions, preconceptions, and personal filters, and to assist them in understanding how they effect their teaching and the equity of the education that their students receive. We are committed to the act of teaching as being one of social activism and promotion of social justice. We see our students as being involved in the process of becoming a teacher in lieu of being a student. Such a transition is, by definition, sometimes a difficult one, and we believe it is our responsibility to attempt to ease that transition and to assure that every person who graduates from our program is one we are proud to number among those we have prepared for entrance into our profession.

Institution/Program: Humboldt State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

At HSU, we are fortunate to be able to utilize a team approach to teacher education. First, our credential programs enjoy a reputation for the high caliber of our credential candidates. Our selection processes are rigorous and thorough. Although the University resides in a small rural community, we have extremely well-qualified and active mentor teachers. Our supervisors as well are dedicated, knowledgeable, and committed to their student teachers. The students, mentor teachers, supervisors, and professors work together in challenging practical and academic preparation programs that focus on best educational practices and the creation of caring communities in our programs and in our public school classrooms. Because of our small size, we are able to offer personal, community-centered programs that best align with our educational philosophy. Our students receive an abundance of individual attention from all team members so that by the time they receive their credentials, they are well prepared to begin their teaching careers and to take on leadership roles in their schools and districts.

Institution/Program: Humboldt State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

We had changes in leadership in two programs. In Elementary Education, we appointed a new program leader who has created a much more cohesive, consultative, community-based program that better meets our students' needs. In Special Education, which was led in the past by a part-time staff member, we appointed a full-time faculty member to the position of program leader. This faculty member is creating our Level II program and document for submission to the Commission. His leadership of and teaching in the program has helped to create more visibility for the program as well as to make the program more responsive to students' academic and personal needs. The Elementary Education program has initiated a new partnership with two local schools and is offering courses on site at the schools. The Secondary Education program began requiring portfolios of all credential candidates through their literacy course, and students have reported that the portfolios greatly increased their ability to integrate their learning from all courses and their fieldwork.

Institution/Program: Humboldt State University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	104	104	0
Single Subject Candidates	71	71	0
Education Specialist Candidates	27	27	0
Totals	202	202	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	104	104	0	0
Single Subject Candidates	68	68	0	0
Education Specialist Candidates	21	21	0	0
Totals	193	193	0	0

Institution/Program: Humboldt State University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	24	0	0
In Academic Positions with Rights and Responsibilities	8	0	0
In Non-Academic Positions without Rights and Responsibilities	16	0	0
Single Subject	21	0	0
In Academic Positions with Rights and Responsibilities	11	0	0
In Non-Academic Positions without Rights and Responsibilities	10	0	0
Education Specialist	4	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	30:1		
Single Subject Programs	30:1		
Education Specialist Programs	30:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Humboldt State University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	16	640
Single Subject Programs	40	22	880
Education Specialist Programs	30	16	480

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	94	93	91	98 %
Education Specialist Programs	14	10	10	100 %
Total	108	103	101	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: San Diego State University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The primary mission of SDSU's teacher preparation programs (B/CLAD Multiple Subject and Single Subject and Special Education) is concerned primarily with the professional preparation of teachers who have the competencies necessary to work effectively and collaboratively as reflective practitioners in the diverse multicultural and multilingual settings of the public schools in San Diego and Imperial Counties of the State of California. We recognize that teacher preparation must produce new teachers who are equipped to become skillful professionals in linguistically and culturally diverse settings. All of our teacher preparation programs are designed to enable candidates to acquire a knowledge base and the application skills necessary to accommodate the divergent socioeconomic, linguistic and cultural experiences of children they will encounter in today's public schools. At the conclusion of the program, teacher candidates are prepared to foster, enhance, and evaluate the cognitive as well as affective development of all students.

A second and equally important program mission is to assist local educational agencies develop and staff strong instructional programs to meet local needs. These partnerships not only benefit the public schools directly, but also provide useful knowledge and insights, which enable us to continuously improve our teacher preparation programs.

Institution/Program: San Diego State University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Teacher preparation faculty focus on linking theory and practice. Throughout program coursework and field experiences, pre-service credential students have numerous opportunities to develop understanding of important educational theories and to implement those theories in real public school classrooms. Many of these opportunities are provided through and enhanced by the fact that most of our preparation programs are located on ethnically and linguistically diverse public school sites. Professional development schools are a key component of the College's Teacher Preparation Program.

Our service area has a critical need for bilingual teachers. Most of the students completing the teacher education program in the Imperial Valley are already working in local schools. This is true for a significant number of main campus pre-service bilingual teachers as well. To strengthen the educational program offered to these students, the Intern Program was developed which is tailor-made for working professionals and allows them to complete the credentialing program in two years while simultaneously maintaining their teaching positions.

Institution/Program: San Diego State University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

During the 2000-2001 academic year, the College of Education established a Literacy Center with resource support from businesses, foundations, and private donations. The Center houses the Community Reading Clinic and the Reading Recovery Program. Further, it will provide professional development opportunities for practicing teachers, for school districts and for university faculty. It will actively seek funding for literacy research. The programs of study for pre-service students and graduate students will benefit from the clinical experiences afforded through the Center. They will also be contributors to and recipients of cutting edge knowledge in the complex world of multilingual and multicultural literacy.

During the summer of 2001 the Literacy faculty will participate in a retreat focusing on the improvement of Literacy methods courses in the Multiple Subjects credential program. This retreat will include opportunities to review state standards for literacy instruction, share course syllabi, and discuss effective teaching strategies they use in their literacy methods courses.

A large number of our bilingual teacher preparation students are first-generation college attendees and speak English as a second language. Both of these factors contribute to make certain test requirements such as the CBEST and RICA especially challenging. To assist our students meet this requirement, we have realigned the preparation courses leading to the test, infused study sessions into the student teaching seminar, and provided additional practice sessions for the RICA test. All of these measures are in place as of spring semester, 2001. We anticipate higher pass rates will result from these efforts.

Institution/Program: San Diego State University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	798	698	100
Single Subject Candidates	487	483	4
Education Specialist Candidates	133	132	1
Totals	1,418	1,313	105

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	532	476	29	27
Single Subject Candidates	340	322	0	18
Education Specialist Candidates	60	52	2	6
Totals	932	850	31	51

Institution/Program: San Diego State University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	62	9	9
In Academic Positions with Rights and Responsibilities	1	1	1
In Non-Academic Positions without Rights and Responsibilities	61	8	8
Single Subject	38	0	4
In Academic Positions with Rights and Responsibilities	12	0	1
In Non-Academic Positions without Rights and Responsibilities	26	0	3
Education Specialist	13	1	4
In Academic Positions with Rights and Responsibilities	1	0	1
In Non-Academic Positions without Rights and Responsibilities	12	1	3

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	24:1	24:1
Single Subject Programs	24:1		24:1
Education Specialist Programs	24:1	24:1	24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: San Diego State University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	16	640
Single Subject Programs	38	16	608
Education Specialist Programs	33	14	462

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	428	422	415	98 %
Education Specialist Programs	50	32	29	91 %
Total	478	454	444	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: San Francisco State University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Students who enter this NCATE/COA accredited Secondary Education credential program will be working with adolescents and young adults to determine whether they are truly interested in teaching them. Student candidates are placed in urban schools in San Francisco, one of the most diverse cities in the United States. Student candidates are able to work in classrooms populated with youth from all over the world. The student candidates may select from three special training programs that will allow them to explore their own talents.

The Regular Program consists of one semester of observation/participation in public schools and one semester of full-time student teaching. The Alternative Employed Teachers Program is a program designed for employed teachers who have yet to complete a preparation program. The Middle Level Emphasis Program is an emphasis program that provides specific preparation for teaching in middle level or junior high school programs. The CLAD/BCLAD Program or the Cross-Cultural Language and Academic Development, and the Bilingual Cross-Cultural Academic Development programs prepare candidates to teach in secondary schools with a particular emphasis on the education of students with limited English proficiency in multilingual multicultural settings.

Students upon successful completion of the program will be recommended for a Preliminary Single Subject credential which authorizes the holder to teach in 15 specified subject matter areas in departmentalized classrooms, grades pre-school through twelve or in classes for adults.

For more information please contact the Department of Secondary Education at 415-338-1201, E-mail: seconded@sfsu.edu or check our Web site at: www.sfsu.edu/~seconded/.

Institution/Program: San Francisco State University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The Department of Special Education at San Francisco State University is an NCATE/COA accredited program that offers a comprehensive program with twenty full-time faculty and over 400 students. It is one the longest operating departments in the field in the United States and has pioneered many of the programs and services for children and youth with disabilities that are now accepted components of delivery systems.

The Department offers the Master of Arts in Special Education and the Master of Science in Communicative Disorders, as well as Education Specialist Credentials, Rehabilitative Services Credentials and Certificates. Programs within the Department of Special Education are designed for students who desire to enter education and human services professions.

The Department of Special Education is committed to supporting education and program development with regular education. Coursework varies according to a student's area of interest. The Department has placed an emphasis on cooperation among special and regular education teachers, administrators, paraprofessionals, parents, and related professionals in health, nursing, psychology and social work.

The Department administers a Joint Doctoral Program in Special Education with the University of California, Berkeley. This program provides students with opportunities to study in a variety of academic areas with resources from both campuses. Doctoral studies lead to a Ph.D. in Special Education.

For more information please contact the Department of Special Education at 415-338-1161, E-mail: spedcd@sfsu.edu or check our Web site at: www.sfsu.edu/~spedcd/.

Institution/Program: San Francisco State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The Multiple Subject Program at San Francisco State University offers five program teams that comprise the NCATE/COA accredited credential program in the College of Education. Candidates in all programs will be prepared to teach kindergarten through sixth grade in an elementary school, although recipients of the credential may also qualify to teach sixth through eighth in a middle school setting with appropriate supplementary authorization.

The Bilingual Crosscultural, Language and Academic Development (BCLAD) Emphasis is designed for candidates who have second language ability in Spanish or Cantonese and wish to teach in bilingual classrooms.

The Crosscultural, Language and Academic Development (CLAD) Emphasis prepares candidates to work with limited English proficient students. The CLAD program is identical to the BCLAD but is designed for candidates who are not fluent in Spanish or Cantonese.

The Early Childhood Emphasis Program allow candidates to focus on the education of children preschool through grade three.

The Muir Alternative Teacher Education Program is a collaborative effort between the San Francisco Unified School District and SFSU College of Education. A co-principalship has been established at John Muir Elementary school where preparation of teacher candidates for urban settings is taking place on site.

Teacher candidates are placed in schools in urban settings in the San Francisco Bay Area one of the most diverse communities in the United States. Classroom settings are populated with children from all of the World's cultures and provide an excellent training experience.

For more information please contact the Department of Elementary Education at 415-338-1562, E-mail: elemed@sfsu.edu or check our Web site at: www.sfsu.edu/~elemed/.

Institution/Program: San Francisco State University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,079	1,038	41
Single Subject Candidates	525	456	69
Education Specialist Candidates	410	410	0
Totals	2,014	1,904	110

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	440	370	33	37
Single Subject Candidates	318	245	17	56
Education Specialist Candidates	133	81	0	52
Totals	891	696	50	145

Institution/Program: San Francisco State University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	19	4	10
In Academic Positions with Rights and Responsibilities	19	0	10
In Non-Academic Positions without Rights and Responsibilities	0	4	0
Single Subject	10	4	5
In Academic Positions with Rights and Responsibilities	10	0	5
In Non-Academic Positions without Rights and Responsibilities	0	4	0
Education Specialist	29	0	21
In Academic Positions with Rights and Responsibilities	29	0	21
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	12:1	
Single Subject Programs	24:1	12:1	
Education Specialist Programs	24:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: San Francisco State University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	15	450
Single Subject Programs	20	15	300
Education Specialist Programs	20	15	300

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	397	382	367	96 %
Education Specialist Programs	50	27	25	93 %
Total	447	409	392	96 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: San Jose State University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

San Jose State University has a strong tradition of providing excellent teacher preparation, both at the college and university levels. Specifically, the College of Education provides the primary leadership in teacher preparation, but four other academic units provide preparation components for the teacher credential programs. These other four units provide programs of undergraduate study for entry into the College of Education's teacher preparation programs, resulting in strong collaboration and reliance between the College of Education and the other four colleges (including Humanities and the Arts, Social Sciences, Science, and Applied Arts).

This collaborative relationship between colleges is effective because of strong institutional leadership, as well as a willingness between colleges to collaborate. A demonstration of this leadership is the securing and distribution of "teacher preparation initiative" funding from the California State University system. These funds are used to enhance teacher preparation and to expand the base of students being recruited into the field of teaching. Coordinated through the Office of the Provost at SJSU, the money is shared among all five units providing teacher preparation. Additionally, the Provost has approved five new faculty positions for the College of Education in each of the last three years, and numerous "roll-over" positions that have been vacated due to retirements. The College alone has recruited for over 35 tenure-track faculty positions during the past three years.

The collaborative approach to teacher training is also focused on the offering of multiple points of entry for prospective teachers. Examples of this include the APEX program for accelerated elementary teacher preparation, Teach for America, and the Triple L Collaborative which provides funded internships for single subject teachers while they get hands-on experience.

Institution/Program: San Jose State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

A prominent quality of the San Jose State teacher preparation experience is the diversity of both candidates and the entire student body. As a minority-majority college campus, students are exposed to multiple diversities and the campus life is a true mosaic of a multicultural, multi-ethnic society.

Within the teacher preparation program, one of the innovative highlights is the use of a teaching portfolio in the elementary education program. The "Student Teacher Portfolio" is used to provide evidence of a student's strengths as a teacher, growth as a teacher, and areas needing improvement. The portfolio is intended to deepen a student teacher's analysis and reflection throughout a student teaching experience while providing a way to organize the evidence of growth. Portfolios are also used for interns, who present them at a mid-year conference with supervising university teachers, and are focused on three domains of teaching performance: classroom learning environment, assessment, and professional development. These intern portfolios include a cover letter to the reader, reflections, sample lessons, samples of student work, and evaluations from other professionals.

Multiple school partnerships and collaboratives also provide a margin of excellence for students in the teacher preparation programs in the College. These include formal professional development school arrangements and customized school-site based delivery. Some programs also make use of internet-delivered courses, and although substantially fewer, television based courses.

Institution/Program: San Jose State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The College of Education has initiated an assessment program for all programs related to curricular relevance, teaching outcomes, alumni performance, and student and faculty satisfaction. During the 2000-2001 academic year, baseline data are being collected from various constituents, including alumni, current students, and employers, about the quality of programs and the quality of life in the College. Initial data collection included current student satisfaction surveys in areas such as advising, facilities, and job placement. Survey data were also collected from a random sample of first and fifth College alumni, attempting to understand what the quality of the SJSU teacher preparation experience. Data will be shared at a College-wide retreat in January 2001, feeding departmental conversations about self-assessment and curricular examination.

A second new initiative is the formalization of a speaker series that involves current and former teachers from the community with teachers in training. Funded through an endowment of a former dean, the lecture series involves inviting a prominent educator to spend a day interacting with students, and a public lecture coordinated by the College's alumni. The College is also using this lecture series as an event to announce the acquisition of a 700-book collection on the history and philosophical grounding of instructional technology.

Institution/Program: San Jose State University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	625	535	90
Single Subject Candidates	434	415	19
Education Specialist Candidates	135	135	0
Totals	1,194	1,085	109

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	535	370	90	75
Single Subject Candidates	502	306	15	181
Education Specialist Candidates	66	5	0	61
Totals	1,103	681	105	317

Institution/Program: San Jose State University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	32	7	6
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	30	7	6
Single Subject	58	16	58
In Academic Positions with Rights and Responsibilities	55	15	55
In Non-Academic Positions without Rights and Responsibilities	3	1	3
Education Specialist	15	0	15
In Academic Positions with Rights and Responsibilities	6	0	6
In Non-Academic Positions without Rights and Responsibilities	9	0	9

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	15:1	13:1	12:1
Single Subject Programs	25:1	25:1	25:1
Education Specialist Programs	24:1		24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: San Jose State University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	15	525
Single Subject Programs	10	16	160
Education Specialist Programs	30	4	120

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	279	267	258	97 %
Education Specialist Programs	24	13	13	100 %
Total	303	280	271	97 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Sonoma State University

Part A:
Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Sonoma State University is dedicated to the value of undergraduate education in a public college setting and committed to excellence in the professional preparation of educators. This small campus of 7000 students includes 690 credential and graduate students in the School of Education.

Our graduates teach in rural, urban, and suburban school districts in six counties in northern California. Some school districts have declining enrollment in the early grades due to the high cost of housing, but many communities are experiencing rapid growth and increasing diversity. Latinos make up 17% of Sonoma county's population, an increase of 93% in the last ten years. In the Bellevue and Roseland school districts, our credential candidates work in schools in which 52% of the students are Spanish speakers learning English. Sonoma State credential students receive a CLAD credential with special preparation in teaching children and youth from diverse cultural backgrounds and students who are English language learners.

Sonoma State University recommended 529 students for credentials of all types. Only a small portion (136) of these students were required to take the RICA examination. Sonoma State recommended 89 new teachers for the Single Subject credential and 57 teachers in Special Education.

Sonoma State offers advanced credentials in Administrative Services and Pupil Personnel Services, and resource specialist credentials in Reading, Special Education, and Adapted Physical Education. The School of Education has five programs within the Master's Degree: Curriculum, Teaching and Learning; Early Childhood Education; Educational Leadership; Reading; and Special Education.

Institution/Program: Sonoma State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

School/University Partnerships. Credential candidates have a rigorous preparation program that includes at least two semesters of participant observation and student teaching. Entering students are placed in one of our 40 partnership schools to provide many opportunities to apply their knowledge of teaching and learning. In the Early Childhood credential program, faculty place students in field experiences at four levels: preschool, kindergarten, primary grades, and upper elementary grades.

Professional development schools. Sonoma State University has partnerships with three professional development schools founded on the principles of school renewal developed by John Goodlad. Each school is located in a different district and represents a different grade level: Sheppard Elementary School, Creekside Middle School, and Maria Carrillo High School. A university faculty member is at the school each week, working with teacher candidates, classroom teachers and principals. One of our Educators in Residence is a teacher on temporary leave from the elementary professional development school and is serving as a member of the School of Education faculty for two years.

Multiple Assessments. Each credential program has a carefully articulated curriculum and multiple assessments, aligned with the California Standards for the Teaching Profession. Before Single Subject candidates can advance to student teaching, they must present their portfolios to a team of university faculty and middle school and high school educators. In the Multiple Subject program, a university professor spends one day a week at a collaboration site, creating a learning community of beginning credential candidates, student teachers, and classroom teachers.

Institution/Program: Sonoma State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

1. Undergraduate pathways to teaching. Six new programs to integrate teacher preparation into the undergraduate years will enable full-time students to graduate with a teaching credential and a baccalaureate degree in four years. Three of these programs are for Multiple Subject candidates majoring in the Hutchins School of Liberal Studies, American Multicultural Studies, Chicano and Latino Studies. Three are for Single Subject candidates majoring in Mathematics, Kinesiology, and English.
2. Technology in teacher education. Based on state and national technology standards, we are integrating technology into all teacher preparation courses, providing candidates with a variety of experiences: taking online courses, using the web for research, keeping electronic journals and portfolios, and producing multimedia curriculum materials. Professional development in technology is provided for university faculty and classroom teachers at partnership sites.
3. Collaboration with community colleges and county offices of education. We are working with community colleges to recruit students into teaching, provide early coursework and field experiences, and improve curriculum articulation. Educational technology, bilingual education, science education, BTSA, and internships are funded by external grants in collaboration with county offices, school districts and the university.
4. National Board certification program. Beginning in summer 2001, we will offer the first in a series of seminars to prepare experienced teachers for National Board certification. The seminars are team taught by university faculty and teachers who have National Board certification. Applicants prepare an extensive portfolio and take an examination for certification.

Institution/Program: Sonoma State University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	206	206	0
Single Subject Candidates	124	124	0
Education Specialist Candidates	50	50	0
Totals	380	380	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	149	145	0	4
Single Subject Candidates	67	66	0	1
Education Specialist Candidates	76	47	0	29
Totals	292	258	0	34

Institution/Program: Sonoma State University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	18	0	4
In Academic Positions with Rights and Responsibilities	13	0	4
In Non-Academic Positions without Rights and Responsibilities	5	0	0
Single Subject	13	0	1
In Academic Positions with Rights and Responsibilities	10	0	1
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Education Specialist	10	0	7
In Academic Positions with Rights and Responsibilities	4	0	7
In Non-Academic Positions without Rights and Responsibilities	6	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1		24:1
Single Subject Programs	24:1		24:1
Education Specialist Programs	24:1		24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Sonoma State University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	16	480
Single Subject Programs	25	16	400
Education Specialist Programs	30	16	480

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	140	134	128	96 %
Education Specialist Programs	8	8		
Total	148	142	136	96 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Berkeley

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of California's mission to combine theory, research and practice distinguishes UC Berkeley's programs in education. The following principles promote the Graduate School of Education's mission to emphasize school reform, urban education, and the development of educator scholars through exemplary teacher education models.

Programs are:

- Based on a clear theoretical and research base including the role and importance of language, the importance of development, and cultural differences in learning;
- Designed to produce reflective practitioners by providing 1) field experiences in urban schools; 2) cohorts of professional colleagues who collaborate on planning and instruction; 3) opportunities for faculty and student interaction; and 4) extensive practice with regular supervision.
- Designed to nurture and enhance collaborations with the K-12 sector.
- Geared to research and development efforts with concern for school reform.
- Designed to develop and enhance partnerships with UCB Extension and other regional teacher preparation programs.

The Cal Urban Partnership Intern Program of UC Berkeley Extension supports the mission and goals of UC Berkeley Extension and its Education Department by promoting a lifelong learning perspective beginning with the pre-service period and extending throughout a teacher's career. CalPIP is founded upon the belief that:

- Urban teacher education programs must integrate academic preparation with structured, hands-on, real-life classroom experience that is closely monitored by site mentors and university-based supervisors.
- Teacher preparation must meet the needs of the diverse student population of California schools, and be consistent with the learner-centered principles of the K-12 reform movement.

Institution/Program: UC Berkeley

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Berkeley credential programs offer:

-The opportunity to complete professional training in broadly diverse, multicultural settings. The Bay Area includes a wide variety of schools, allowing Berkeley students to encounter a broad range of district policies, curricula, and socio-economic settings.

-The opportunity to study with eminent scholars. Prominent faculty members are encouraged to participate directly in credential programs. Other instructors are current practitioners who are leaders in their fields. All programs, except UC Extension's CalPIP, integrate the credential with an M.A. degree.

-Credential programs benefit from faculty research that is related to professional practice; programs are designed to help candidates translate current research findings into professional practice.

-Innovative and model professional preparation programs. Berkeley credential programs often serve as models for programs elsewhere.

-Emphasis on strong grounding in academic disciplines. Programs emphasize the concepts, methodology, and current findings of the various disciplines fundamental to specific credential programs.

-Instruction providing appropriate background and methodology is concurrent with fieldwork in the student's professional specialty or subject area. Berkeley programs provide an opportunity for students to practice and test campus instruction in their own classroom or school settings.

-Small classes, allowing individual attention in instruction, field placement, and field supervision.

-Expert supervision by experienced professional faculty. Professional program faculty are specialists in their fields; they have extensive experience as practitioners in the subjects they teach and supervise.

-Strong relationships with partner districts in which interns are employed.

-An outstanding placement record for credential graduates, and excellent rate of retention in the profession.

Institution/Program: UC Berkeley

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The Graduate School of Education is engaged in the following new efforts aimed at improving credential program excellence:

- Implementing the Teachers Scholars program in response to the Governor's Initiative. This program will increase the number of teachers that the School of Education prepares by providing the financial means necessary to enhance opportunities for students wanting to become teachers.

- Strengthening the technology component of all programs.

- Reorganizing the School's Evaluation Unit to improve the mechanisms by which regular, systematic and summative evaluation process takes place to better inform the work of the credential program faculty.

- Improving coordination and cohesiveness across all credential programs at UC Berkeley by establishing the Professional Development Advisory Committee. The Committee will advise credential program leaders on ways to promote a process of comprehensive cross-campus evaluation of the quality of credential courses and field experiences, program design, development, and activities that lead to the improvement of all credential programs on campus.

The Cal Urban Partnership Intern Program of UC Berkeley Extension has implemented the following new initiatives beginning in 2000-2001:

- A more integrated approach to technology;

- A greater emphasis in subject-specific pedagogy in mathematics and history-social science;

- A more in-depth exploration of a variety of classroom management models during the pre-service institute;

- A portfolio-based assessment model of intern performance.

Institution/Program: UC Berkeley

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	126	39	87
Single Subject Candidates	67	67	0
Education Specialist Candidates	0	0	0
Totals	193	106	87

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	88	39	49	0
Single Subject Candidates	33	33	0	0
Education Specialist Candidates	0	0	0	0
Totals	121	72	49	0

Institution/Program: UC Berkeley

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	8	10	5
In Academic Positions with Rights and Responsibilities	8	0	0
In Non-Academic Positions without Rights and Responsibilities	0	10	5
Single Subject	7	0	0
In Academic Positions with Rights and Responsibilities	7	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	9:1	8:1	7:1
Single Subject Programs	9:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: UC Berkeley

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	23	40	920
Single Subject Programs	15	28	420
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	44	41	40	98 %
Education Specialist Programs	0	0		
Total	44	41	40	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Davis

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Teachers in California face the most ethnically and linguistically diverse population in the country. At UCDavis we offer two routes to obtaining an elementary credential--during the academic year and during the summers. We focus particularly on those students who come from culturally and linguistically diverse communities. Therefore, all UCDavis credential programs include the CLAD emphasis which provides strategies to work effectively with K-12 students who are English Language Learners or the BCLAD emphasis, designed to work with K-12 students who are in the process of learning English in a bilingual program. Collaborating K-12 teachers contribute to the programs by participating in the design of the curriculum, teaching some of the required courses, supervising student teachers; and participating in the screening and assessment of program applicants. In collaboration with the Bilingual/Multicultural Department of the California State University, Sacramento campus (CSUS), we offer an intensive summer elementary credential program designed as an alternative route for returning students or persons changing careers. In this Program, the combined expertise and talent of the both faculties in the area of culturally and linguistically diverse communities provide credential students with a powerful program model. (**The number of students in element B-2 versus B-1 is due to the enrollment at CSUS for student teaching.) We have been successful in maintaining a program commitment to enrolling a diverse community of student teachers, with ethnic minority students representing at least one-third of the program enrollment.

Institution/Program: UC Davis

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The design, implementation, and assessment of the UC Davis credential programs are guided by four principles. These principles define the roles that our program believes to be essential in the preparation of new teachers for ethnically and linguistically diverse communities. They are: 1) Collaborative professionals who work with students, colleagues, parents to forge effective teaching practice; 2) Advocates for Educational Equity who champion high expectation for learning in all students; 3) Reflective practitioners who employ inquiry and reflection on practice to create effective classroom communities; and 4) Investigative teachers who continuously examine, define and refine their teaching practice to promote student learning, targeting underachieving students as a particular focus. Our research on the UC Davis program accomplishments, confirms that these four organizing principles provide our students with the critical knowledge and tools for working successfully in California's K-12 classrooms as evidenced by follow-up surveys and observations of program graduates. A key element contributing to the success of our graduates is our focus on advocacy and the creation of small learning communities with significant faculty mentoring. Students work with graduate faculty engaged in research about school-based teaching and learning, and with teacher education faculty who have had substantive and exemplary experience in the schools in the appropriate credential area. Another key element of our Program's vision is to ensure that faculty who teach credential methods courses also supervise students in the field placements.

Institution/Program: UC Davis

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The development of a blended undergraduate mathematics/credential program will provide a new opportunity to prepare teachers in a critical area of need in California. Students enroll in a pair of allied courses, one in Education and one in Mathematics while participating in a field experience during each undergraduate year. Research presentation at several national conferences offered opportunities to disseminate the findings of our teacher education research activities. In addition, the Teacher Education Program has recently completed its self-study in preparation for State accreditation. This process contributed to narrowing and refining the models used to facilitate teacher research for advocacy in a pre-service context

Institution/Program: UC Davis

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	91	91	0
Single Subject Candidates	32	32	0
Education Specialist Candidates	0	0	0
Totals	123	123	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	33	33	0	0
Single Subject Candidates	32	32	0	0
Education Specialist Candidates	0	0	0	0
Totals	65	65	0	0

Institution/Program: UC Davis

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	6	0	0
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Single Subject	7	0	0
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	26:1		
Single Subject Programs	26:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: UC Davis

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	20	600
Single Subject Programs	30	20	600
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	84	79	76	96 %
Education Specialist Programs	0	0		
Total	84	79	76	96 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Irvine

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Teacher education programs at the University of California, Irvine, are organized around the assumption that the single most important variable related to the improvement of schooling for all children is the quality of the teaching force. As society experiences extraordinary change, both demographically and technologically, our schools and teachers must be prepared to serve the needs of a highly diverse student population through practices which represent the very best from both theoretical and clinical perspectives.

To be highly competent in such a context, teachers must be reflective and proactive practitioners, prepared to make educational decisions based upon the needs of the students they teach and informed by the knowledge and realities of classroom practice, subject matter standards, and professional and ethical considerations. As proactive educators, teachers need to understand their own cultural and pedagogical references and develop sensitivity to the multicultural and multilingual contexts that characterize their classrooms. Knowledge of research and theories related to teaching and learning, habits of reflection-on-practice, skill in using various technologies and a disposition towards flexibility and purposeful change will enable teachers to make decisions that facilitate the learning of all students.

Institution/Program: UC Irvine

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Our current teacher education program is organized around a Professional Development School (PDS) network ideally suited for implementing the standards and practices addressed by the CCTC and the CSTP. This PDS network is also reflective of our recognition of the vital importance of expert practitioners as models and mentors for novice teachers. Our PDS sites have been selected because of the ethno-linguistic and cultural diversity of their student and community populations. The administration at each site is committed to the establishment of an open-system organizational structure, and the faculty is a rich source of model practices and educational leadership. They also share our firm commitment to collegial and collaborative approaches to the pre-service and induction training of new teachers.

We want our prospective teachers to develop habits of inquiry, awareness and professionalism that will enable them to be successful in the specific cultural and linguistic contexts in which they will work. A thorough grounding in educational research attends all of the course work candidates undertake. Portfolio development, case studies, critical cultural inquiries, and reflection-on-practice processes are major parts of their learning.

Institution/Program: UC Irvine

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Beginning in 2000/01 all of our student teachers will receive CLAD training as part of their credential program. CLAD/BCLAD trained teachers will recognize that language and thought are inextricably bound, and that distinct cultural patterns of cognition and linguistic expression naturally condition how students perceive, process, and interpret new knowledge. They will understand that verbal and written expression, even for bilinguals, may largely depend on the individual's cultural experience and the lexicon, syntax, and morphology that characterize his or her thinking from very early in life. Attention to cognitive modes and additional in-class processing time are critically important in cross-cultural, multilingual settings. For students from diverse backgrounds to make meaning from their learning, there must be opportunities for them to voice their perceptions and develop points of view which may not always reflect conventional, mainstream assumptions. Their curriculum must refine and refocus content and build in redundant practice activities that engage a variety of learning modes. CLAD courses, methods classes, and practice teaching assignments provide our students with critical practice in designing learning tasks and assessments that involve multiple intelligences and incorporate learning modes appropriate to students' cultural and linguistic orientations.

The intensive, 5-week Institute provides students with an integrated course of studies that establishes the practical and theoretical curricular strands that will characterize their remaining teaching preparation experience.

Institution/Program: UC Irvine

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	77	60	17
Single Subject Candidates	46	36	10
Education Specialist Candidates	0	0	0
Totals	123	96	27

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	75	58	17	0
Single Subject Candidates	45	35	10	0
Education Specialist Candidates	0	0	0	0
Totals	120	93	27	0

Institution/Program: UC Irvine

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	6	1	0
In Academic Positions with Rights and Responsibilities	6	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	7	1	0
In Academic Positions with Rights and Responsibilities	7	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	24:1	
Single Subject Programs	24:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: UC Irvine

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	32	20	640
Single Subject Programs	32	20	640
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	75	74	74	100 %
Education Specialist Programs	0			
Total	75	74	74	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Los Angeles
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of UCLA's teacher education programs is to attract, prepare and retain highly qualified teachers to work in urban schools that serve low income children of color. At UCLA there are three pathways to attaining a credential. They are: the Center X Teacher Education Program (TEP) which leads to a credential and masters degree, TeachLA, a university internship program and the UCLA Extension Urban Internship program. The Center X graduate program and the TeachLA program offer both Multiple Subject and Single Subject (in the areas of English, social studies, mathematics and science) Teaching Credentials. The UCLA Center X TEP program has a joint mathematics/education program and science/education program for UCLA mathematics and science undergraduates. The UCLA Extension program offers a Multiple Subject Credential. All three credentials include a Cross-Cultural Academic Development (CLAD) Emphasis. TEP offers the Bilingual Cross-Cultural Academic Development (BCLAD) Emphasis in Spanish.

The goals of these programs are to assist novice teachers in constructing communities of learning and inquiry for their students. In the UCLA programs, teachers develop the professional knowledge, skills and beliefs necessary to engage culturally and linguistically diverse groups of students. UCLA is located in the heart of Los Angeles and the context for observation, participation, student teaching and teaching is in urban, low income partnership schools that reflect the diversity of California's urban schools.

The recruitment of teacher candidates focuses on under represented groups in the teaching profession. UCLA has been extremely successful in attracting and enrolling a candidate pool that mirrors the diversity of Los Angeles County.

Institution/Program: UC Los Angeles
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The outstanding quality that has contributed to our programs' excellence and effectiveness for our candidates during 1999-2000 is the blending of research and practice. Our philosophy stems from considerable literature on educational change, teacher development, and efforts to create more equitable schooling for low income students, students of color, and students from diverse backgrounds. We think of our work with new teachers as less the transfer of skills and knowledge than helping them to forge new identities as social justice educators as they work in urban schools.

UCLA teacher education programs combine opportunities to acquire new knowledge and skills, with research aimed at creating new knowledge, and the practical application of that knowledge in schools. UCLA researchers formulate and conduct their research in ways that reflect the realities of children, educators, schools, and their community context. Both school professionals and University Teacher Education faculty, guide their practice by a process of critical inquiry, reflection, and social responsibility.

UCLA teacher education programs provide various opportunities for research based professional growth for credential candidates in the first years of teaching and for experienced school support professionals. These opportunities include participation in the California Subject Matter Projects, and professional development workshops that are content based and are supported by private, state and federal funds.

Institution/Program: UC Los Angeles
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The new initiatives, in 2000-01, for the UCLA teacher education programs have been to enhance the preparation of teacher candidates, support the research on teacher education, strengthen the collaboration with partnership schools and promote lifelong learning of its graduates.

To enhance the preparation of credential candidates, instructional families have been organized for the programs. The UCLA teacher education programs are cohort based and include teams of credential candidates; each team has become part of a larger instructional family. These instructional families include credential candidates and also all those who support the learning of these teacher education students. These families provide a site where credential candidates engage in learning activities that bridge and cut across university courses, field sites, and communities. The "Instructional Families" bridge research and practice, and coursework and fieldwork, to enhance the preparation of credential candidates while strengthening our collaboration with partnership schools. Collaboration with two partnership schools in Inglewood Unified School District has been funded by a 4.2 million dollar, 5-year federal Gear-UP Grant.

The UCLA teacher education programs have maintained close ties with graduates, particularly through an Early Career Network (ECN). The network seeks to develop in our graduates a norm for continuous learning throughout a teaching career. In 2000-01, two projects were started. One project engaged program alumni in an on-line community journal (Teaching to Change LA), the second project was developed for the mentoring of new credential candidates and beginning teachers.

Institution/Program: UC Los Angeles
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	201	110	91
Single Subject Candidates	92	85	7
Education Specialist Candidates	0	0	0
Totals	293	195	98

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	148	57	73	18
Single Subject Candidates	51	35	0	16
Education Specialist Candidates	0	0	0	0
Totals	199	92	73	34

Institution/Program: UC Los Angeles
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	9	9	8
In Academic Positions with Rights and Responsibilities	6	0	2
In Non-Academic Positions without Rights and Responsibilities	3	9	6
Single Subject	10	0	9
In Academic Positions with Rights and Responsibilities	5	0	4
In Non-Academic Positions without Rights and Responsibilities	5	0	5
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	15:1	15:1	8:1
Single Subject Programs	15:1	8:1	8:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: UC Los Angeles
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	20	16	320
Single Subject Programs	10	22	220
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	94	92	86	93 %
Education Specialist Programs	0	0		
Total	94	92	86	93 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Riverside

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the University of California, Riverside's School of Education encompasses research, instruction and service. Research includes investigations of both fundamental and applied problems in education. The range of issues is diverse--teaching and learning, assessment and school organization, the subject matters, and school leadership. The School's agenda links scholars from a variety of social science disciplines and methods, along with foundational areas such as history and philosophy, around the theme of knowledge in practice. Instruction centers on engagement with knowledge, practice and policy and their relationship. The heart of the enterprise is the preparation of academicians and practitioners--teachers and administrators--who will serve as leaders by virtue of their ability to produce and mobilize useful knowledge. The establishment of a full-fledged professional program extends the scope of preparation back to undergraduate years and forward to post-credential induction years, and requires tighter integration of credential and academic programs. Students in all of our programs analyze complex problems, engage in spirited debates about public education, while concurrently spending significant time in the public school. The University's goal is to lead all students to high levels of academic achievement and performance, regardless of the circumstances of their birth and environment. We believe our role is to develop and implement credential and graduate programs of extraordinary quality. Through robust, committed partnerships with area schools, we believe we are in reach of our goal.

Institution/Program: UC Riverside
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The University of California, Riverside's (UCR) Comprehensive Teacher Education Institute represents a number of collaborative partnerships, involving the UCR School of Education, selected academic departments, and local schools. The central goal of the institute is the creation of professional development schools aimed at preparing prospective teachers, providing professional development opportunities for experienced teachers, and encouraging research related to educational practice. In preparing prospective teachers, the project undertakes strategies including: early induction, a resident university supervisor at each school, multicultural placements, training for cooperating teachers, guided field observations, staged entry into teaching responsibilities, daily seminars during the regular school day, team teaching and interdisciplinary opportunities, CLAD/SDAIE training, a preservice/in-service link, priority for substitute teaching opportunities, university courses taught by teams (education faculty, academic faculty, practicing teachers) and assessment strategies such as reflective journals, videotapes of teaching, and portfolios. Our collaborative program won the 1997 Distinguished Program in Teacher Education Award from the Association of Teacher Educators, received the Quality of Education Award from the California Council on the Education of Teachers, and was selected as an Exemplary Teacher Education Program by the National Education Association.

Institution/Program: UC Riverside
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Technology has been completely integrated into the teaching preparation program. Students demonstrate ways of enhancing learning through the use of technology. Each cohort group of students communicates through E-mail, uses the web to gather information, submit and assess assignments, participate in chat rooms, students are also required to demonstrate a "Unit of Practice" that requires the use of technology. Teaching candidates have the option of developing an electronic portfolio that includes an I-movie of their teaching. Several new programs and partnerships have been developed over the past two years and will be implemented in 2001-2002. A combined credential and Masters of Education (M.Ed.) will deepen student knowledge of theory and research as they relate to teaching. The program can be completed in twelve months if prerequisites are met during undergraduate preparation. The goal of the program is to more quickly prepare candidates to assume teacher leadership roles. A Blended Program of Undergraduate Teacher Preparation will provide early field experiences for freshman and sophomores who plan to be teachers. The field experiences and enriched courses will introduce pedagogy, the K12 academic standards, and begin serious reflection on the California Standards for the Teaching Professions. Especially exciting will be a partnership with community colleges that will encourage more qualified students from underrepresented groups to complete their credential at UCR. Students in the Blended Program will teach under the guidance of a district cooperating teacher during their senior year and will complete their credential requirements through two quarters of a paid internship.

Institution/Program: UC Riverside
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	67	50	17
Single Subject Candidates	42	30	12
Education Specialist Candidates	22	7	15
Totals	131	87	44

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	63	47	14	2
Single Subject Candidates	39	29	10	0
Education Specialist Candidates	21	6	15	0
Totals	123	82	39	2

Institution/Program: UC Riverside
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	5	4	2
In Academic Positions with Rights and Responsibilities	5	4	2
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	2	1	0
In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	1	2	0
In Academic Positions with Rights and Responsibilities	1	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	20:1	20:1	**
Single Subject Programs	20:1	20:1	**
Education Specialist Programs	20:1	20:1	**

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

** Emergency Teachers are supervised by Intern Teacher Supervisors

Institution/Program: UC Riverside
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	10	350
Single Subject Programs	35	10	350
Education Specialist Programs	35	10	350

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	61	60	58	97 %
Education Specialist Programs	15	14	14	100 %
Total	76	74	72	97 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC San Diego

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The faculty of the Teacher Education Program (TEP) at the University of California, San Diego, actualizes their commitment to equitable education for all children by preparing new teachers to systematically reinvent their curriculum and pedagogy in response to the changing needs of students and the community. TEP offers a one-year graduate program leading to the California Multiple Subject Credential and the Single Subject Credential in English, Mathematics or the Sciences. All credential options require the Cross-Cultural, Language and Academic Development (CLAD) emphasis. In addition, TEP offers bilingual credentials (BCLAD) in Spanish-English and American Sign Language-English.

Institution/Program: UC San Diego
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The TEP faculty believe that the equitable participation of children in schools and classrooms requires fundamental changes in our approach to teaching and learning. Additive approaches to curriculum design and mere social and cultural awareness training are not sufficient preparation for teachers to make learning more accessible and equitable for children who are underserved by our public instructions. TEP credential candidates learn to assess student and community needs, access and apply current research on teaching and learning, and systematically develop their teaching performance using reflective practice portfolios. The goal of the program is to produce graduates who possess the knowledge, skills and confidence required to face the most severe shortages in the state. These schools are typically challenged with complex social and economic factors such as large numbers of English language learners, low-income families, and a high teacher attrition rate.

Institution/Program: UC San Diego
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

TEP has submitted a proposal to establish a Master of Education (M.Ed.) degree that will articulate with its existing credential programs at UCSD. The proposed M.Ed. will be an intensive, 15-month professional degree designed specifically for preservice elementary and secondary teachers earning their initial teaching credential at UCSD. The proposed program has four distinguishing features:

1. The program is grounded in a commitment to more equitable education by training new teachers who are prepared to confront the task of re-inventing teaching and learning for all K-12 children.
2. The program emphasizes the application of information technology and research-based practice as empowering ideas for transforming teaching and learning.
3. The program prepares the teacher to be a reflective practitioner - a professional who is able to assess the effectiveness of his or her own teaching and identify continuing professional development needs according to an analysis of evidence-based practice.
4. The program will introduce beginning teachers to the standards associated with National Board of Professional Teaching Standards and the process of achieving National Board Certification later in their career.

Institution/Program: UC San Diego
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	43	43	0
Single Subject Candidates	26	2	24
Education Specialist Candidates	0	0	0
Totals	69	45	24

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	43	43	0	0
Single Subject Candidates	26	2	24	0
Education Specialist Candidates	0	0	0	0
Totals	69	45	24	0

Institution/Program: UC San Diego
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Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	6	0	0
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	3	0
In Academic Positions with Rights and Responsibilities	0	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	12:1		
Single Subject Programs	12:1	12:1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: UC San Diego
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	15	450
Single Subject Programs	30	36	1,080
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	43	43	43	100 %
Education Specialist Programs	0			
Total	43	43	43	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Santa Barbara

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Santa Barbara Teacher Education Partnership believes:

- o All our children deserve the education that few students currently have;
- o The survival of our democratic traditions requires nothing less;
- o Every member of a community has a stake and a role in the education of our children and the survival of our democracy;
- o The best hope for our children and our country is to reconstruct the preparation, induction, and support of educators while simultaneously re-constructing the institutions responsible for that work.

Our vision of teacher education begins with students and families and the kinds of experiences we want them to have in schools, the kinds of teachers with whom they will work, and how we want them to be treated. We want every student (and their families) treated with trust and respect and provided a nurturing educational environment in which every student can and does grow. This vision requires teachers who:

- o Believe passionately that all students want, and have the capacity to, make sense of their world;
- o Believe passionately that content -- the knowledge, skills, and dispositions teachers have to share (including a balance of skills-centered and meaning-centered approaches) -- will help their students make sense of their world;
- o Accept the awe-ful responsibility to help students understand what the world means, to construct their own lives, because that is what learning is.

To become teachers who embody this vision is a life long process. The goal of our program is thus, not to tell people how to teach, but to prepare people to learn from teaching (their own and others) so that they can, over time, become the teachers students and their families deserve. We prepare teachers who know how to learn from teaching through helping our students construct knowledge, skills, and dispositions through six inter-related program themes:

- (a) Autobiography/Philosophy of Education,
- (b) Study of Children/Study of Schools,
- (c) Methodological Competence,
- (d) Diversity,
- (e) Collaboration,
- (f) Reflection.

The Santa Barbara Partnership for Teacher Education consists of different institutions sharing a common set of beliefs about what it means to support professional practice. We are attempting to create institutional environments embodying four commitments:

- o A primary commitment to the client;
- o A commitment to use the best of existing knowledge and practice;
- o A constant commitment to create new knowledge and new practices;
- o A commitment to prepare people to enter the school capable of, and to support those already in schools to continue to be capable of, living up to the education all our children deserve.

Institution/Program: UC Santa Barbara
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Instructional quality resides in the interactions among and between the student, the teacher, and the content. Therefore, the conversations and relationships that constitute our programs revolve around those centering elements of instructional quality. The Santa Barbara Partnership for Teacher Education believes this inalterable reality of teaching and learning is embedded within the California Standards for the Teaching Profession (CSTP). We have grown our programs in the fertile soil of those standards. The curriculum, the teaching, the assessments, the partnership, and our research revolve around the CSTP. In short, we have organized the program and our candidates' experience of the program around opportunities to learn, practice, and assess their development towards meeting the CSTP.

Programmatic structures and processes that support our candidates' development towards meeting the CSTP include:

- A common, clear vision of quality instruction apparent in all coursework and field experiences;
- A curriculum grounded in substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and subject matter pedagogy taught in the context of practice;
- An entire school year of field experiences carefully selected and maintained to support the ideas and practices presented in simultaneous, closely interwoven coursework;
- Well-defined standards of practice and performance that are used to guide and assess coursework and field experiences;
- Strong relationships, common knowledge, and shared beliefs among school- and university-based faculty;
- Extensive use of case study methods, teacher inquiry, performance assessments, and portfolio evaluation to ensure that learning is enacted in the crucible of classrooms and schools.

Institution/Program: UC Santa Barbara
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The fundamental function of the professional education of teachers is the enhancement of constructive consequences for students. There are, however, a multiplicity of in- and out-of-school factors that influence consequences for children and a myriad of relationships among and between those factors. This makes the task of sorting out how, why, and "how to make" professional education matter for consequences for students a daunting challenge. It is a challenge that the Santa Barbara Teacher Education Partnership is now taking up with programmatic, professional, and ethical integrity.

Our initial steps in this regard are to add the California Student Standards to the California Teaching Standards as the basis for our program. This requires adding opportunities for our candidates to learn, practice, and assess their development towards understanding, teaching well, and assessing their students development towards meeting state content standards. It also requires providing opportunities for our candidates, and for ourselves, to understand both the connects and disconnects between the teaching standards and the student standards. Because, as in all public policy, those disconnects create conflict, we also are consciously seeking to create constructive resolutions to the tensions that reside in the disconnects.

Institution/Program: UC Santa Barbara
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	43	43	0
Single Subject Candidates	37	37	0
Education Specialist Candidates	0	0	0
Totals	80	80	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	43	43	0	0
Single Subject Candidates	37	37	0	0
Education Specialist Candidates	0	0	0	0
Totals	80	80	0	0

Institution/Program: UC Santa Barbara
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	8	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Single Subject	7	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	20:1		
Single Subject Programs	20:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: UC Santa Barbara
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	12	420
Single Subject Programs	35	18	630
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	38	38	37	97 %
Education Specialist Programs	0	0		
Total	38	38	37	97 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Santa Cruz

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The UCSC teacher preparation program is a combined Master of Arts in Education and credential program spanning five academic quarters which includes the Summer. The program offers the Crosscultural Language and Academic (CLAD) and Bilingual, Crosscultural Language and Academic Development (BCLAD) emphasis teaching credentials, both Multiple Subject and Single Subject: English, Math, Science and Social Science. The program seeks applicants from diverse cultural and linguistic backgrounds to teach in multicultural K-12 classrooms.

Institution/Program: UC Santa Cruz

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates
During 1999-2000

During 1999-2000, the UCSC program recommended approximately 25 candidates from its Internship program for Professional Clear CLAD and BCLAD multiple subject teaching credentials. The program admitted its last cohort to the two-year Master of Arts in Education teaching program while beginning its recruitment to the first cohort of its 15-month five quarter combined M.A. in Education teaching credential program. A mid-quarter Literacy Institute for multiple subject credential candidates provided 100% passing rates for the UCSC RICA test takers.

Institution/Program: UC Santa Cruz

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Beginning in 2000-2001, we reopened the Single Subject Math credential program after hiring an Assistant Professor of Math as well as a teacher supervisor from a local Math high school to lead the Math program. UCSC has also hired an Assistant Professor of Science to bridge a pathway for Science undergraduate majors to Education, while building outreach and admission efforts to admit our first Science cohort in 2001, the first in several years. Beginning in the year 2000-2001, UCSC selected Governor Teacher Scholar recipients as well as mounted a large effort to disseminate Governor Teacher Fellowship awards for which over 25 of its students were selected.

Also in 2000-2001, UCSC began its steady enrollment growth plan as urged by the Governor's office and the UC Office of the President, admitting nearly 100 students to its first 15-month cohort. In 2001-2002, UCSC has targeted its enrollment at between 125-150 new students.

Institution/Program: UC Santa Cruz

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	90	64	26
Single Subject Candidates	24	24	0
Education Specialist Candidates	0	0	0
Totals	114	88	26

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	90	64	26	0
Single Subject Candidates	24	24	0	0
Education Specialist Candidates	0	0	0	0
Totals	114	88	26	0

Institution/Program: UC Santa Cruz

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	4	2	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	4	2	0
Single Subject	2	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	15:1	12:1	
Single Subject Programs	13:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: UC Santa Cruz

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	20	10	200
Single Subject Programs	20	10	200
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	37	36	36	100 %
Education Specialist Programs	0	0		
Total	37	36	36	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Antioch University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Master of Arts in Education and Teacher Credentialing Program (MAE/TC) at Antioch University Southern California prepares elementary and middle school teachers who will specialize in teaching literacy, are knowledgeable about building character and citizenship skills, and actively resist cultural, economic, and racial bias. Moreover, Antioch's teachers educate their students to understand and respect the ecological systems humankind depends upon for its continued survival. The MAE/TC Program seeks to prepare competent, effective teachers who have the educational and social skills to influence change in their schools, helping to make their classrooms and school communities places where all members can learn and develop. To prepare its students to address social justice issues in education, the MAE/TC Program provides theories, teaching methods, and experience appropriate for effective work in low-performing schools where inequities are most prominent. The credential preparation courses are offered at the graduate level. Students continue in the Program studying more advanced courses in pedagogy, curriculum, and leadership to earn a Master of Arts degree in Education. The Program serves the local school communities of both the Los Angeles and Santa Barbara campuses that have significant proportions of lower socio-economic groups, underrepresented ethnic groups, and second-language learners. Antioch University serves non-traditional, adult students, many of whom are seeking an alternative career, as well as teachers working on emergency permit. The Program seeks self-directed persons who are interested in expanding their commitments to social change.

Institution/Program: Antioch University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Professional preparation courses are offered at the graduate level. In all courses, candidates study both theory and methods, and learn to critically evaluate pedagogy and curricular content. The Program includes four literacy courses, which provide candidates with exceptional reading instruction abilities through a broad range of theories, models, and materials. Candidates are taught the skills of inquiry, and learn to view themselves as researchers and their classrooms and schools as social laboratories. Candidates study both accepted and emergent theories of learning, including current research on multiple intelligences, ethical development, and learning differences. The course and field work for all candidates is tailored to prepare them to work in low-performing schools and, particularly, with second-language learners. The curriculum includes methods courses in art, civic education, and physical education, and candidates are taught ways to provide a creative, integrated curriculum that provides access to the core content areas for all students. Candidates (5th-year & emergency permit teachers) are closely supervised during daily student teaching by Program Faculty who are familiar with all aspects of the curriculum.

Institution/Program: Antioch University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The curriculum was revisited to examine how courses could be more effectively delivered to and completed by busy, working students. Some courses were eliminated or restructured to streamline the curriculum. Faculty worked together to integrate methods and content, thus modeling how our candidates can do this in their own classrooms. The Program was awarded a technology grant, which provided funds to purchase cutting-edge computer equipment for use by our candidates. Program faculty and staff reviewed the California Standards for the Teaching Profession (CSTP) and augmented them to suit our program's emphasis on equity and social and ecological justice. Finally, in response to feedback by supervisors, candidates, and professionals in the field, we developed a new, more meaningful, developmental system for the evaluation of student teaching.

Institution/Program: Antioch University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	31	31	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	31	31	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	22	21	0	1
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	22	21	0	1

Institution/Program: Antioch University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	5	0	2
In Academic Positions with Rights and Responsibilities	5	0	2
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	8:1		8:1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Antioch University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	32	20	640
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	15	14	14	100 %
Education Specialist Programs	0	0		
Total	15	14	14	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Azusa Pacific University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Over 100 years old, Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education while encouraging students to develop a Christian perspective of truth and life. The School of Education and Behavioral Studies seeks to "develop competent, innovative, visionary educators, and scholarly practitioners of high moral and ethical character." The Department of Teacher Education has offered state-approved programs since 1963. It is the management unit responsible for the B.A. in Liberal Studies and the accelerated B.A. in Human Development (CCTC-approved subject matter programs for future multiple-subject teachers) and other professional certification programs. APU also offers CCTC-approved subject matter programs for undergraduates in English, Social Science, Math, Science, Art, Music, Physical Education, and Spanish. Teacher candidates serve populations in suburban, urban, and rural areas with students who are ethnically, racially, religiously, linguistically, and economically diverse. Credential programs are offered in Azusa, and the counties of San Bernardino, Riverside, Orange, San Diego, and Ventura. Prospective teacher candidates reflect the diversity of the students and districts they will later serve. Our university mentors, who supervise current teacher candidates, continue to report that program graduates are outstanding first- and second-year teachers.

Institution/Program: Azusa Pacific University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The School of EDUCABS developed a Conceptual Framework that focuses on the following Learner Goals for all education students from undergraduates through the doctoral program, including credential candidates who must develop skills as Critical Thinkers, Responsive Educators, Reflective Practitioners, Instructional Leaders, Problem Solvers, Ethical Truth Seekers, and Self-Directed Professionals. Using the Seven Learners Goals that form the basis of the Conceptual Framework, the Department of Teacher Education completely redesigned the curriculum in elementary, secondary, and special education. This has resulted in the identification of very specific learner outcomes that are linked to the state frameworks, state content standards, and state and national certification standards. As all of the credential programs have grown, there has been a consistent focus on recruiting diverse and talented teacher candidates, as well as teacher education faculty who are persons of color. The newly revised Multiple-Subject Internship program continued to grow in regional centers-as did the Single Subject Teaching Credential and the Special Education Mild to Moderate Credential. In keeping with increased numbers of interns and students working on Emergency Teaching Permits, APU offered courses with flexible schedules on a nine-week term with late afternoon start times. Given the qualifications of full-time faculty and the highly-qualified practitioners who serve as adjunct faculty, the Department of Teacher Education is able to assure prospective employers that program graduates are well prepared academically and professionally.

Institution/Program: Azusa Pacific University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The 2000-2001 year has focused on concentrated instruction for Multiple-Subject and Special Education teacher candidates in the area of literacy development, and the passage rate of the initial testing of RICA, with Multiple Subject at 96% and Special Education at 100%, is truly extraordinary. In addition, Multiple Subject candidates and their mentors participated in Saturday workshops on such topics as "Parent Communication" and "Hands-On Science Activities" to increase their understanding and application of these areas in teaching. The Single Subject Credential Program continued to expand and offer high-quality credential programs in regional centers. A list of APU Program graduates were identified as "Teachers of the Year" in various districts. Following our May '00 Teacher Interview Day, 98% of our traditional graduates were hired into teaching positions. The most exciting initiative that occurred in Teacher Education during the 2000-2001 year came with the implementation of the infusion of technology into the curriculum and the award of a \$500,000 foundation grant. This resulted in systematic training of everyone in teacher education including all full- and part-time faculty, all university mentors, and all teacher candidates. The Level II Specialist: Mild to Moderate credential for Special Education was approved on April 6, 2001, thus providing advanced preparation for prospective candidates in Special Education. The academic year, 2000-2001, allowed faculty in Teacher Education to fully implement the dynamic and exciting new curriculum designed to prepare teachers of the 21st Century.

Institution/Program: Azusa Pacific University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	545	216	329
Single Subject Candidates	258	258	0
Education Specialist Candidates	279	279	0
Totals	1,082	753	329

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	361	73	138	150
Single Subject Candidates	106	61	0	45
Education Specialist Candidates	193	97	0	96
Totals	660	231	138	291

Institution/Program: Azusa Pacific University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	1 5	1 7	3 1
In Academic Positions with Rights and Responsibilities	3	2	2
In Non-Academic Positions without Rights and Responsibilities	12	15	29
Single Subject	3	0	1 4
In Academic Positions with Rights and Responsibilities	1	0	5
In Non-Academic Positions without Rights and Responsibilities	2	0	9
Education Specialist	1	0	1 1
In Academic Positions with Rights and Responsibilities	1	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	7

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	20:1	15:1	20:1
Single Subject Programs	20:1		20:1
Education Specialist Programs	20:1		20:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Azusa Pacific University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	18	630
Single Subject Programs	35	18	630
Education Specialist Programs	35	18	630

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	181	169	162	96 %
Education Specialist Programs	35	28	28	100 %
Total	216	197	190	96 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Bethany College

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The program of professional preparation for teachers at Bethany College, a small, private, Christian college, has at its core the mission of preparing leaders for the church and for society. Leadership is defined as exemplifying quality and caring service to others. This focus on servant leadership is demonstrated in the teacher preparation program by the focus on the individual student. The approaches to teaching K - 12 students presented in the course work and the support and instruction provided to the prospective teacher, model this focus on the individual student. Preparing teachers to serve by leading through example, by providing quality instruction, and by being caring, competent individuals is the goal of the program. Recipients of this service include not only the students in their classrooms, but also parents, colleagues, and the broader educational community. Teachers prepared at Bethany College are qualified to serve in a variety of contexts, public elementary, middle, or high schools, private schools, international schools, home schools, or in mission contexts around the world. Quality, caring leadership is needed everywhere, and the professional preparation program at Bethany equips individuals to be leaders wherever they choose to serve.

Institution/Program: Bethany College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates
During 1999-2000

During the 1999 - 2000 academic year the professional preparation program at Bethany College participated in a grant, provided through the Stanford Service Learning Center, to infuse service learning into its preservice program. Service learning allows students increased opportunities to reflect on their own learning while serving in community contexts. This opportunity improves candidates' awareness of the interrelationships among education, the local community, as well as the larger social context. Other program qualities include dedicated faculty, one-on-one mentoring, and community involvement with various constituencies.

Institution/Program: Bethany College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Continued infusion of service learning through the development of service learning projects within the student teaching experience will further enhance both Multiple and Single Subject CLAD emphasis credential candidates' learning and reflection on the relationship between service and learning. Collaboration with discussion groups and the utilization of computer-based technologies will also enhance student learning through increased interaction with faculty, peers, and classroom teachers. This focus on the community of learners as being a broad based network is critical for the prospective teacher as the education profession moves to serve the needs of a global society.

Institution/Program: Bethany College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	57	57	0
Single Subject Candidates	21	21	0
Education Specialist Candidates	0	0	0
Totals	78	78	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	25	23	0	2
Single Subject Candidates	11	6	0	5
Education Specialist Candidates	0	0	0	0
Totals	36	29	0	7

Institution/Program: Bethany College

Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	10	0	1
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	1
Single Subject	5	0	2
In Academic Positions with Rights and Responsibilities	2	0	1
In Non-Academic Positions without Rights and Responsibilities	3	0	1
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1		24:1
Single Subject Programs	24:1		24:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Bethany College

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	18	630
Single Subject Programs	25	18	450
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	18	17	16	94 %
Education Specialist Programs	0	0		
Total	18	17	16	94 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Biola University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of Biola University is biblically-centered education, scholarship, and service—equipping men and women in mind and character to impact the world for the Lord Jesus Christ. Within this overarching mission and goal, Biola's Department of Education continues to strive toward its own mission to equip Christian teachers and administrators for service in public, private, mission and homeschools through biblically-centered education, scholarship and service. For several decades, Biola's Department of Education has taken pride in its role of preparing the finest educators within a context of practical, hands-on learning, through a combination of extensive community involvement and a fully doctored, full-time faculty bringing rich and diverse experience to the instructional level. In compliance of the Program Standards of the California Commission on Teacher Credentialing, Biola's CCTC accredited program extends itself through practicum fieldwork in the widely diverse public and private schools of the greater Los Angeles and Orange County areas. Additionally, many of Biola's teaching credential candidates are offered the chance to complete coursework and field practicum requirements in the overseas mission school settings of Papua New Guinea and Hong Kong. Through these varied and challenging education settings, students in Biola University Teacher Preparation Program are equipped with not only the credential to serve in public and private education but with the experiential wisdom needed for successful teaching in a variety of settings.

Institution/Program: Biola University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

During the 1999-2000 academic year, students and credential candidates under Biola University's Department of Education were afforded the opportunity to pursue their degrees and credentials in a nationally ranked program. For example in a study conducted by US News and World Report, Biola University's Graduate Education Program was ranked among the top 100 programs within its class in the nation. Furthermore, Biola University's Department of Education has helped to produce four school and district-wide Educators of the Year. Perhaps the factors leading to the success of Biola's Teacher Preparation Program include small class sizes with a low student-to-faculty ratio as well as a fully-doctoral full-time faculty of former public and private educators and administrators. Biola University's Department of Education has also continued to hold to academic standards and fieldwork requirements far surpassing the standard requirements of the State of California in these respective areas. Biola has also continued to rely heavily on the surrounding educational community, implementing the suggestions and ideas of local educators and administrators for how to better serve our students while impacting local schools.

Institution/Program: Biola University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Since the 1999-2000 academic year, Biola University's Department of Education has been able to gain formal approval on a Graduate CLAD Certificate program as well as a newly re-written Subject Matter Program for Single Subject Physical Education. Biola has also begun the process of streamlining the coursework and credentialing process for student serving as emergency permit teachers under contract in public schools. Rather than expecting that all students can neatly fit into our traditional Teacher Preparation Program, the University has extended itself to accommodate non-traditional learners and emergency permit teachers through separate curriculum and fieldwork seminars as well as customized fieldwork settings. Furthermore, Biola University's Department of Education has sought to expand the boundaries of observational settings for students by contacting and utilizing more schools and districts over a wider travel radius. In fact, the University has specifically created a new Field Placement Coordinator position for the express purpose of increasing community involvement in local public and private schools, supporting and educating both veteran and beginning teachers in these settings. Educational opportunities for students and veteran teachers alike can be seen through such opportunities as the upcoming first annual Salt and Light Conference—an educational symposium for public, private, mission and home educators with opportunities for Continuing Education Units (CEUs) and formal academic independent study units. Finally, Biola University's Department of Education has begun the process of establishing partnerships with local school districts (i.e., the Norwalk La Mirada School District) to solidify a smooth transition into the Induction and Level II Credential changes mandated by the newly passed SB 2042.

Institution/Program: Biola University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	244	244	0
Single Subject Candidates	99	99	0
Education Specialist Candidates	0	0	0
Totals	343	343	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	57	45	0	12
Single Subject Candidates	17	9	0	8
Education Specialist Candidates	0	0	0	0
Totals	74	54	0	20

Institution/Program: Biola University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	11	0	11
In Academic Positions with Rights and Responsibilities	3	0	3
In Non-Academic Positions without Rights and Responsibilities	8	0	8
Single Subject	6	0	5
In Academic Positions with Rights and Responsibilities	4	0	3
In Non-Academic Positions without Rights and Responsibilities	2	0	2
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1		24:1
Single Subject Programs	24:1		24:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Biola University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	8	16	128
Single Subject Programs	20	20	400
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	57	51	49	96 %
Education Specialist Programs	0	0		
Total	57	51	49	96 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California Baptist University
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Part A:
Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Within California Baptist University' Christian liberal arts context, the Teacher Education Department strives to develop reflective, accepting and caring teachers, who will model the moral dimensions of a genuine Christian life. When reflective, one is integrated and balanced. When accepting, one embraces the differences in others. When caring, one supports and validates others. The faculty at California Baptist University work together as Christians, modeling this very type of teacher role model.

California Baptist University's Teacher Education Department articulates and supports a vision for the preparation of professional educators, who are able to teach in schools throughout the world. Within an organized, coordinated program, which actively involves the credentialing faculty, the Teacher Education faculty prepares teachers to be well equipped and highly principled. Diversity is seen as strength in a rapidly changing world. Teacher Education faculty maintain high standards for themselves and for students, who wish to serve in building a better world by entering the teaching profession in one of several credential areas.

The Teacher Education Department at CBU offers these basic credentials: Multiple Subject, Multiple Subject with CLAD, Single Subject, and Single Subject with CLAD. Two other credentials, Administrative Services (Tier I) and Education Specialist in Mild/Moderate Disabilities (Level I), with dual credential option, are also offered. Other credential programs in preparation include Internships for the Preliminary Multiple Subject Credential and the Preliminary Single Subject Credential, as well as the Level II Education Specialist Credential for Mild/Moderate Disabilities.

Institution/Program: California Baptist University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

There are many reasons the Teacher Education Department at CBU excels. First, all faculty have had K-12 teaching experience, making them knowledgeable, empathic role models. The combination of early fieldwork in pre-requisite courses and extensive fieldwork in professional methods courses helps candidates integrate theory and practice before they student teach. CBU candidates practice-teach full-time for one semester with students who have diverse needs. Adjusting schedules for candidates who are already employed is another reason the Teacher Education Department meets the needs of future teachers. (See B-4 for detailed numbers.) Finally, Multiple Subject Credential candidates have the opportunity to attend free RICA reviews. We truly want our students to succeed.

Admission into the Teacher Education Program at CBU requires the completion of pre-requisite courses, which present an overview of teaching, child development, cultural and language diversity, including a cultural plunge activity. Thus, students may decide whether teaching is the right career choice prior to taking the professional methods courses.

Professional methods courses build upon the foundations established in pre-requisite courses. Multiple Subject Credential students focus upon Reading and Phonics, Math, Science, Language Arts, Social Studies, and Classroom Management. Single Subject Credential students follow a similar sequence of professional methods coursework including Content Area Reading and Writing, Secondary Classroom Methodology, Content Area Specialization Techniques, and Classroom Management. Student teaching for all credentialing candidates is intensive. Weekly seminars engage students in large and small groups. Guest speakers, specialists, and panel members from local school districts provide real life experiences for these students.

Institution/Program: California Baptist University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The Teacher Education Department at California Baptist University continues to look for ways to improve, and our department is responsive to the job market in local school districts. Therefore, several changes are underway for the up-coming year. First, we are designing new internship programs and career ladder programs in partnership with local districts. Next, two new technology courses have been approved to meet the new state requirements for teachers. In addition, web-enhanced courses are becoming more common since many working students find them beneficial. One pre-requisite course, Growth, Development and Learning, is now available on-line. More are being planned. Fourth, Teacher Education faculty members are also attending technology training to help them serve as technology-in-the-classroom role models. They also attend many other seminars to keep current with research and legislation. Next, our Multiple and Single Subject Credential students have the option of taking coursework to meet CLAD requirements, which prepare students to teach English Language Learners and reinforce the idea that linguistic and cultural diversity is a strength in California schools. Many more students will choose this option to enhance their credential. Finally, the Teacher Education Department is proud of the reading and special education clinics offered free to local parents and children. The Teacher Education program also sponsors two after school learning centers where our Latchkeys to Literacy Program is offered.

Institution/Program: California Baptist University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	104	104	0
Single Subject Candidates	34	34	0
Education Specialist Candidates	31	31	0
Totals	169	169	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	59	33	0	26
Single Subject Candidates	29	11	0	18
Education Specialist Candidates	1	1	0	0
Totals	89	45	0	44

Institution/Program: California Baptist University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	12	0	12
In Academic Positions with Rights and Responsibilities	6	0	6
In Non-Academic Positions without Rights and Responsibilities	6	0	6
Single Subject	11	0	11
In Academic Positions with Rights and Responsibilities	6	0	6
In Non-Academic Positions without Rights and Responsibilities	5	0	5
Education Specialist	2	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	5:1		5:1
Single Subject Programs	5:1		5:1
Education Specialist Programs	1:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California Baptist University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	12	420
Single Subject Programs	30	12	360
Education Specialist Programs	32.5	12	390

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	76	63	63	100 %
Education Specialist Programs	1	0		
Total	77	63	63	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California Lutheran University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School of Education at California Lutheran University offers programs to prepare 'Reflective Principled Educators' in the context of the University's mission to educate 'leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.'

Future teachers, Pre-Interns, and Interns are prepared in the public schools of Ventura County. Teachers employed without full credentials in area private schools and the San Fernando Valley portion of the Los Angeles Unified School District are served through evening and summer classes. CLU has several partnership agreements with the Ventura County Superintendent of Schools Office.

Multiple Subject [elementary] and Single Subject [secondary] Teaching Credentials are offered in either a Cross-cultural Language and Academic Development [CLAD] or Bilingual Cross-cultural Language and Academic Development [BCLAD] [Spanish] Emphasis. Educational Specialist Credentials in the special education categories of Mild to Moderate and Moderate to Severe are provided at CLU to intern credential holders.

Institution/Program: California Lutheran University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

CLU is actively engaged in Preparing Tomorrows Teachers for Technology, [PT3] a US government grant supporting the development of technological competence in teachers. Computer utilization is developed throughout our curriculum. Candidates present evidence of their development as teachers in a unique web-based electronic portfolio system. Service learning is a component of much course work and provides students with critical experience tied to important theories that guide practice.

Benchmarks are interspersed throughout the program, from admission to exit, where candidates provide evidence of practice in their electronic portfolios that are organized around the California Standards for the Teaching Profession [CSTP].

The full-time program is comprised of a semester of foundation courses, a semester of methods courses accompanied with a beginning student teaching placement, and a full semester of student teaching in a setting selected with input by the student. The goal of weekly supervisory visits and seminars with student teachers is to provide a strong support base that contributes greatly to program quality.

Intern students complete the program over a period of two years at times convenient for their teaching schedule. They receive regular supervisory support as they develop teaching proficiencies and bring theory into practice.

After obtaining their credential, students may complete an optional Masters of Education degree with three classes designed to support their first years of teaching.

Institution/Program: California Lutheran University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

As candidates enroll in the California Lutheran University teacher credential program in years ahead they will find increased use of technology modeled by the committed faculty and imbedded throughout their course work. Teaching sites are being identified at partner schools so student teachers gain additional experience in using technology in their teaching. Web-based video viewing and conferencing of beginning teaching is being implemented. CLU candidates are prepared for the Beginning Teacher Support and Assessment program [BTSA] now used in California school districts to aid beginning teachers. An active support program at CLU means initial employment is obtained by well over 90 percent of our graduates. Further development of the CLU Benchmark process will provide a teacher assessment approach to meet new credential standards being implemented by the California Commission on Teacher Credentialing.

Institution/Program: California Lutheran University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	220	200	20
Single Subject Candidates	124	119	5
Education Specialist Candidates	113	103	10
Totals	457	422	35

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	141	59	20	62
Single Subject Candidates	92	20	5	67
Education Specialist Candidates	56	0	10	46
Totals	289	79	35	175

Institution/Program: California Lutheran University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	10	7	9
In Academic Positions with Rights and Responsibilities	3	2	2
In Non-Academic Positions without Rights and Responsibilities	7	5	7
Single Subject	4	6	11
In Academic Positions with Rights and Responsibilities	1	1	2
In Non-Academic Positions without Rights and Responsibilities	3	5	9
Education Specialist	0	2	6
In Academic Positions with Rights and Responsibilities	0	0	1
In Non-Academic Positions without Rights and Responsibilities	0	2	5

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	18:1	60:1	60:1
Single Subject Programs	18:1	60:1	60:1
Education Specialist Programs		60:1	60:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California Lutheran University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	32	15	480
Single Subject Programs	32	15	480
Education Specialist Programs	32	15	480

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	77	75	71	95 %
Education Specialist Programs	2	1		
Total	79	76	72	95 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Chapman University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School of Education at Chapman University provides credential and graduate degree programs at the main campus in the city of Orange, and through a system of satellite campuses, most of which are in geographic areas of California that traditionally have been underserved by other institutions of higher education. The mission of the Chapman University School of Education is to prepare inquiring, reflective, ethical and productive educators to work in public educational settings. John Dewey said, "Education is a process of living and not a preparation for future living." We believe in progressive ideals and their importance in preparing students to be responsible members of a democracy. We value the examination of the conditions of schools and the process of education. We expect our students to consider challenging questions, to make commitments, and to take socially responsible action. We expect our students to be change agents in the process of school improvement. We value not only the democratic access to knowledge, but also the critical examination of both social and political aspects of education. While we make an effort to learn from and make use of multiple theoretical paradigms, we believe that it is important to prepare educators to work with the children and youth of varied cultural backgrounds, economic levels, and value orientations which are found in contemporary America.

Institution/Program: Chapman University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

There are a variety of factors that have contributed to the current level of success. One factor is the smaller class size (an average of 17 students) for all courses in the School of Education which promotes more personalized learning. Another factor is the curricular emphasis on reading and language acquisition for all learners. Program elements have been designed to reflect the state standards and contemporary research on a balanced approach to literacy. An essential program requirement is a supervised experience where each credential candidate tutors a troubled reader on a one-to-one basis. The talent and commitment of the School of Education faculty is another very important factor. Finally, we are able to attract to our programs talented candidates who often are more mature adults who are connected to their communities. In sum, the program is well-designed, faculty members are knowledgeable and effective, and credential candidates are capable.

Institution/Program: Chapman University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

During the current (2000-2001) academic year, in the School of Education at Chapman University, several new initiatives have been implemented. First, internship programs have been substantially expanded at almost all of the campus regions served by the university. Second, the university began implementation of its newly state approved programs for preparing candidates for Special Education credentials. Third, faculty members in the School of Education have rewritten the Single Subject Credential program so that it now reflects the Cross-Cultural, Language and Academic Development (CLAD) requirements of the state of California. Fourth, a new "University College" has been formed to provide an added academic emphasis for programs offered at the university's satellite campuses, also known as Academic Centers. Fifth, a new emphasis at the graduate degree level in the area of reading has been implemented to allow students to pursue advanced study in this area.

Institution/Program: Chapman University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,347	1,340	7
Single Subject Candidates	883	883	0
Education Specialist Candidates	132	132	0
Totals	2,362	2,355	7

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	1306	390	7	909
Single Subject Candidates	790	371	0	419
Education Specialist Candidates	104	64	0	40
Totals	2,200	825	7	1,368

Institution/Program: Chapman University
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Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	140	3	140
In Academic Positions with Rights and Responsibilities	140	3	140
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	75	0	75
In Academic Positions with Rights and Responsibilities	75	0	75
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	9	0	9
In Academic Positions with Rights and Responsibilities	9	0	9
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	24:1	24:1
Single Subject Programs	24:1		24:1
Education Specialist Programs	24:1		24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Chapman University
--

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	8	15	120
Single Subject Programs	8	15	120
Education Specialist Programs	8	15	120

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	708	679	660	97 %
Education Specialist Programs	54	33	33	100 %
Total	762	712	693	97 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Christian Heritage College

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The purpose of the Department of Education is to provide courses which lead to California State Multiple and Single Subject Teaching Credentials and Association of Christian Schools International Teaching Certificates.

The overriding goal of the Department is to nurture and develop excellent Christian teachers who have an appropriate subject-matter foundation upon which has been built an understanding of student behavior, competence in teaching abilities, the ability to develop and encourage critical judgment and creativity, and a commitment to high ethical standards and Christian service.

Institution/Program: Christian Heritage College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates
During 1999-2000

- 1) Pre-screening candidates for admission to the teacher education program based on personal interview, academic strength, prior successful experiences working with children or youth, and motivation to teach.
- 2) Personal attention for each teacher candidate during the teacher education program.

Institution/Program: Christian Heritage College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: Christian Heritage College
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	19	19	0
Single Subject Candidates	1	1	0
Education Specialist Candidates	0	0	0
Totals	20	20	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	19	19	0	0
Single Subject Candidates	1	1	0	0
Education Specialist Candidates	0	0	0	0
Totals	20	20	0	0

Institution/Program: Christian Heritage College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	6	0	0
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Single Subject	1	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	6:1		
Single Subject Programs	1:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Christian Heritage College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	18	540
Single Subject Programs	20	18	360
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	19	19	18	95 %
Education Specialist Programs	0	0		
Total	19	19	18	95 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: City University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

University Mission

Recognizing that learning is a lifelong process, the Mission of City University is to offer educational programs of high quality to any person with the desire to achieve. City University is dedicated to making higher education more responsive and accessible by utilizing a variety of technologies and delivery formats. Since the founding of the University in 1973, its statement of mission and goals has been based on four philosophical principles:

1. Education is a lifelong process and must be relevant.
2. Education should be affordable, accessible, and convenient for students.
3. Opportunity to learn should be open to anyone with the desire to achieve.
4. Education should be available through various technologies and delivery

In support of this institutional mission, the School of Education embraces and embodies the mission of the University. Based on the belief that education should be applicable, accessible and of the highest quality, the School of Education is committed to providing educational opportunities in a variety of formats to all students. It is our mission to lead educators toward excellence in the academic knowledge and skills necessary to contribute to their profession and meet the needs of the students and communities they serve. The mission of the Teacher Credentialing Program is to prepare students who effectively translate the knowledge base of teaching into successful practice as reflective teachers.

Institution/Program: City University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates
During 1999-2000

Although approved by the CCTC to offer a 5th year credential program, City University did not have a teacher credentialing program in California in 1999-2000.

Institution/Program: City University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Subject Matter Preparation Program

Recently, City University submitted a proposal to the California Commission on Teacher Credentialing to offer a Subject Matter Preparation Program. This program will be completed by undergraduate students seeking to enter a preliminary multiple subjects credential program upon graduation from the baccalaureate program. The goal of the program is to produce future teachers who are able to provide all students with meaningful learning experiences. It will incorporate all the curriculum content requirements of the State of California; the requirements of the California Curricular Frameworks for K-12 students as well as the State Curricular Content Standards. Program graduates will receive a Bachelor of Arts degree in General Studies and a letter of verification of subject matter competency. The letter of verification may be submitted to a credential preparation program in lieu of taking the Multiple Subjects Assessment for Teachers (MSAT).

Blended Teacher Preparation Program

It is City University's intention to offer a Blended Teacher Preparation Program beginning Fall 2001. As per California Commission on Teacher Credentialing guidelines, universities with an approved 5th year credential program and approved subject matter preparation program may receive accelerated approval to begin a Blended Program for undergraduate students seeking a Bachelor of Arts degree and a preliminary teaching credential. CCTC guidelines require universities to submit a Letter of Intent to begin a Blended Program and submit a full program proposal within one calendar year of their letter. City University will (soon) submit the Letter of Intent with the intention of offering the program in the fall.

The goal of the Blended Teacher Preparation Program will be to produce elementary school teachers who are able to provide all students with meaningful learning experiences. It will incorporate all the curriculum content requirements of the State of California- the requirements of the California Curricular Frameworks for K-12 students as well as the State Curricular Content Standards. Program graduates will receive a Bachelor of Arts degree in General Studies and be recommended for a California Preliminary Multiple Subjects Credential with a Cross-Cultural Language Acquisition Development (CLAD) emphasis.

Institution/Program: City University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	0	0	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	0	0	0	0
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	0	0	0	0

Institution/Program: City University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: City University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	0	0	0
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	0			
Education Specialist Programs	0			
Total	0			

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Claremont Graduate University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of CGU is to prepare a diverse group of outstanding individuals to assume leadership roles in the world-wide community through research, teaching and practice in selected fields. The CGU Teacher Education Internship Program is an example of this, combining actual full time teaching in urban schools with university studies. The program progresses from reflective practice to theoretical investigation across four semesters. Interns are taught by excellent teachers in urban schools and university faculty who assist them in engaging multiple theoretical frames, such as constructivism, critical theory, linguistic, and organizational change theories. The program is built upon a deep commitment to prepare teachers to work effectively with linguistically, culturally and economically diverse students emphasizing the substantive involvement of students' families and the development of teacher and student character qualities that are necessary to maximize the achievement of urban children and youth. The 36 unit combined MA and Credential program prepares teachers to teach multiple or single subjects to culturally and linguistically diverse students. Over 50% of CGU intern teachers each year are from underrepresented groups and over 90% of our graduates are still in schools after five years compared to the state average of 50%.

Institution/Program: Claremont Graduate University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The CGU Teacher Education Internship Program maintained its long standing commitment to preparing a diverse teaching force educated in issues of linguistic, cultural and economic diversity. Additionally, a new literacy practicum was developed in response to RICA standards set by the California Commission on Teacher Credentialing. The practicum gives intern candidates practical experience working with beginning readers under the tutelage of an experienced reading teacher. As a result of this improvement, our pass rate for the RICA exam was 98% this first year.

Institution/Program: Claremont Graduate University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

In the coming years, the CGU Teacher Education Internship Program will revitalize its commitment to educating teachers to meet high standards for ALL children. With that goal in mind, the program plans to extend specialized literacy instruction to teachers preparing to teach in middle and high schools; invigorate and integrate technology instruction across the curriculum; add a focus on developing teacher character and assist them in the character development of their students; increase the emphasis on family involvement in the school life of children and youth; better align the program with the state and national curriculum standards and assessments used in public schools; and add a component of teacher assessment based on the achievement of their students across all economic and cultural groups.

Institution/Program: Claremont Graduate University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	83	0	83
Single Subject Candidates	48	0	48
Education Specialist Candidates	0	0	0
Totals	131	0	131

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	78	0	78	0
Single Subject Candidates	40	0	40	0
Education Specialist Candidates	0	0	0	0
Totals	118	0	118	0

Institution/Program: Claremont Graduate University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	12	0
In Academic Positions with Rights and Responsibilities	0	12	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	7	0
In Academic Positions with Rights and Responsibilities	0	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs		7:1	
Single Subject Programs		7:1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Claremont Graduate University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	0	0	0
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	65	54	53	98 %
Education Specialist Programs	0	0		
Total	65	54	53	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: College of Notre Dame

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Institutional Report

College of Notre Dame currently offers four credential programs:

- Multiple Subjects/CLAD
- Single Subject/CLAD
- Education Specialist, Special Education
- Education Specialist, Administrative Services, Tier I

Institutional Mission

The Credential Programs at College of Notre Dame, designed as concurrent programs in which coursework and fieldwork are undertaken simultaneously, honors the process of becoming a teacher or administrator.

The development of the person is placed at the heart of the process. Through reflection/action/evaluation, candidates are assisted in developing the habits of mind and heart set forth in the Mission Statement of the College and held by those committed to excellence in teaching. Core values we seek to facilitate are:

- *development of the whole person
- *community of learners
- *high expectations for all children
- * respect of all persons
- *strategies for diverse student
- *equal access to a thinking curriculum
- *multifaceted role of teacher/administrator
- *role of technology in the learning process
- *building a just society

In keeping with College of Notre Dame's Mission Statement, we commit ourselves to building a student-centered environment which honors the richness of diversity in the human population. We value each student as a person, respect each student as a learner, and appreciate each student as a rich resource for other learners. As teachers, we ensure the right to equal access to challenging learning opportunities. We recognize that technology will play an increasing role as a tool for expression, research and storage of information in the development of future teachers. .

Institution/Program: College of Notre Dame

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

At College of Notre Dame, we highlight the centrality of the social dimension of learning. Together with our candidates we build a collaborative community of learners. In turn our candidates are encouraged to build similar collaborative communities in their classes, between home and school, between school and community, and with their colleagues.

Program qualities include:

- * Outstanding service to students, from the first inquiry through the interview process, the responsive advising, and the personal supervision in the field.
- * Two semesters of student teaching at two different levels resulting in candidates who are well prepared to take on full-time classroom responsibilities.
- * Concurrent program blends theory and practice, making all coursework relevant to the real world of experience in the classroom.
- * Job Fair prior to graduation maximizes exposure to multiple districts, all of whom send representatives to interview prospective candidates.

Institution/Program: College of Notre Dame

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

New initiatives to improve program excellence for effectiveness that were not in place during 1999-2000 but are planned for 2001-2002 are as follows:

1. Stronger integration with undergraduate Liberal Studies program.
2. Create a new "strand" for students who want a credential plus masters degree in Curriculum and Instruction, choosing either the Curriculum and Instruction emphasis or the Technology emphasis.
3. Seek new collaboration with school districts via Beginning Teacher Support and Assessment (BTSA) models and/or other appropriate collaborations.
4. Launch a portfolio capstone project in both Multiple Subject and Single Subject programs.
5. Better serve the community by setting up off-campus programs and Professional Development Schools.
6. Continue final year of technology training to integrate technology into all courses in all credential programs, with extra training provided by the Federal Catalyst Grant (Star Tec) designed for this purpose.

Institution/Program: College of Notre Dame

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	184	161	23
Single Subject Candidates	122	79	43
Education Specialist Candidates	0	0	0
Totals	306	240	66

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	104	81	23	0
Single Subject Candidates	68	25	43	0
Education Specialist Candidates	0	0	0	0
Totals	172	106	66	0

Institution/Program: College of Notre Dame

Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	11	11	0
In Academic Positions with Rights and Responsibilities	11	11	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	9	7	0
In Academic Positions with Rights and Responsibilities	9	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	24:1	
Single Subject Programs	24:1	24:1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: College of Notre Dame

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	22	30	660
Single Subject Programs	20	30	600
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	82	82	80	98 %
Education Specialist Programs	0			
Total	82	82	80	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Concordia University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Concordia University with its rich heritage in teacher preparation is ideally positioned within the church, local community, and state to be a leader in teacher education. The School of Education serves a broad spectrum of future teachers. This population includes those intending to teach in California public schools as well as those students intending to serve in non-public non-sectarian or sectarian schools, particularly schools of the Lutheran Church - Missouri Synod. Therefore, all teacher preparation programs prepare students to serve the cultural and language diversities found in all settings.

Institution/Program: Concordia University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Features of the Teacher Credential Program at Concordia Irvine that contribute to the excellence and effectiveness of the program begin on the day a student inquires about the program. The admission and advising staff demonstrate the School of Education's very hands on personal attention philosophy. This continues as the students complete credential courses, placement procedures for student teaching, and finally student teaching.

All faculty of credential courses and supervisors of student teaching have significant experience teaching in K-12 settings. Faculty experience includes teaching in ELL settings, a newcomer school, head start programs, K-12 grade levels as well as serving as administrators in 100% minority schools, in urban and small town settings and in public as well as Christian schools. To add to the knowledge brought to the students by the faculty, Concordia regularly invites teachers from local schools to participate in various aspects of courses in order to provide our students with the most current links to school improvement and curriculum development possible.

Another outstanding feature of the program is the careful articulation of courses. Faculty annually review all the content of all professional preparation courses to verify that all standards are appropriately addressed and when necessary make needed adjustments to objectives, activities, or other assignments. Faculty continuously adapts the curriculum to new state requirements, trends in education, and the particular needs of students enrolled in the course.

Institution/Program: Concordia University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Since the 1999-2000 school year a few new initiatives to improve program excellence have been added. The most significant is the addition of an M.Ed. program that combines credential requirements with additional master's level work allowing the student to complete both the credential and M.Ed. degree requirements in a total of 45 semester units. Courses that are beyond the credential but which may be selected as part of the M.Ed. include a course on learning theories (Brainbased Learning), classroom management, advanced strategies in the language arts for the culturally diverse classroom, and an advanced classroom reading course. Many of the students will take one or more of these courses prior to beginning their first year of teaching thereby enhancing the skills of the Concordia first year teacher.

A technology workshop/independent learning modules to be completed during the first semester of enrollment has been added. As students now all have at least minimal computer skills right from the beginning of their programs the instructors have revised course syllabi to include more opportunities for on-line assignments, discussion boards, on-line submission of assignments, Power Point Presentations, etc. Thus the Concordia future teacher has experienced technology in classroom teaching. The goal is that these future teachers include these features into their own teaching.

Institution/Program: Concordia University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	266	256	10
Single Subject Candidates	85	85	0
Education Specialist Candidates	0	0	0
Totals	351	341	10

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	129	87	10	32
Single Subject Candidates	24	18	0	6
Education Specialist Candidates	0	0	0	0
Totals	153	105	10	38

Institution/Program: Concordia University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	23	6	14
In Academic Positions with Rights and Responsibilities	6	2	1
In Non-Academic Positions without Rights and Responsibilities	17	4	13
Single Subject	8	0	5
In Academic Positions with Rights and Responsibilities	3	0	2
In Non-Academic Positions without Rights and Responsibilities	5	0	3
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	18:1	18:1	18:1
Single Subject Programs	18:1		18:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Concordia University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	55	15	825
Single Subject Programs	50	15	750
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	110	110	109	99 %
Education Specialist Programs	0	0		
Total	110	110	109	99 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Dominican University of California
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Dominican University of California has a long tradition of training teachers since 1924. The School of Education shares the Dominican tradition of teaching as a moral and ethical act. Its mission is to educate teachers who ground their practice in current educational theory, who work collaboratively, who exhibit sensitivity to culture and community, and who demonstrate continuous professional development.

Teacher candidates benefit from small class size, personalized attention, and a supportive learning community. Candidates receive outstanding mentoring from faculty and site supervisors who are experienced classroom teachers. Candidates complete school placements and school partnerships, beginning before the opening of the school year.

The School of Education has a long history of collaboration in the surrounding Bay Area counties. Local schools in the service area are comprised of children from diverse backgrounds in inner city, suburban, and rural settings. The professional preparation program reflects the commitment to multidisciplinary and multicultural education. The professional preparation program strives to provide the intellectual tools and insights that will enable candidates to live in and teach about a world of diversity. This program equips candidates to make a difference not just as teachers, but also as members of society. We are very proud of the excellent reputation enjoyed by teachers who receive their professional preparation at Dominican University of California.

Institution/Program: Dominican University of California
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

In 1999-2000 Dominican University of California had a program for full-time candidates only. Candidates in the multiple and single subject teacher credential programs attend a seminar course with a small group of other teacher candidates in the beginning of their program. They remain with this group throughout the remainder of their program. Candidates are assigned field experiences in their professional preparation courses. They reflect on and discuss these experiences in the seminar. The seminar instructors supervise candidates and remain as their advisor during student teaching. This close link allows for a close supportive relationship between candidates and professors.

A unique feature of the multiple subject program in San Rafael is the resident supervisor. Candidates doing student teaching not only have a university field supervisor and cooperating teacher but also have a resident supervisor that is an active on-site teacher trained to work with Dominican University of California teacher candidates. This person is a support provider for the student teacher.

The multiple subject and single subject programs in rural Ukiah begin with an early course in August that orients candidates to the teaching profession. Candidates then continue their program on Tuesday evenings and on weekends. This program services the needs of a vast community that does not have a college/university in its immediate geographical area.

Institution/Program: Dominican University of California
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

During 2000-2001 Dominican University of California introduced a new program that allows teacher candidates to earn a credential part-time. This program lets candidates complete their credential program at a slower pace than the current one-year post-graduate program. A new intern program has begun in neighboring Solano County. This intern program has begun to address the teacher shortage in the Solano County School Districts.

At the undergraduate level the university has received grants from the California Council for Education Renewal and the California Commission on Teacher Credentialing. These grants have been used to further design and develop the undergraduate Blended Program in Liberal Studies. Dominican University of California is the only private university in California that is a member of the California Council for Education Renewal that is studying and researching the question, "What is a Well-Educated Teacher?" The Blended Program has arts and sciences faculty, teachers in the field, and school of education faculty working closely together on a curriculum that combines the study of specific course content with its application to teaching students in the elementary classroom.

Dominican University of California is working to introduce the new Level I technology requirements into the professional preparation program. This will include a technology orientation program for candidates prior to the start of their credential program. Faculty are using more technology in their course presentations and in their communication with and among candidates.

Dominican University of California has as one of its Goals to submit and receive program approval from the California Commission on Teacher Credentialing for a new program in mild-moderate in special education starting in spring 2002. There is a shortage of special education teachers in Marin County and other surrounding counties in the area.

Institution/Program: Dominican University of California
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	115	115	0
Single Subject Candidates	53	53	0
Education Specialist Candidates	0	0	0
Totals	168	168	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	115	113	0	2
Single Subject Candidates	53	48	0	5
Education Specialist Candidates	0	0	0	0
Totals	168	161	0	7

Institution/Program: Dominican University of California
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Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	19	0	2
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	16	0	2
Single Subject	13	0	4
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	11	0	4
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	12:1		12:1
Single Subject Programs	12:1		12:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Dominican University of California
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	15	600
Single Subject Programs	40	20	800
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	115	110	105	95 %
Education Specialist Programs	0	0		
Total	115	110	105	95 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Fresno Pacific University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Fresno Pacific Teacher Education program, centered in the heart of the great central valley, prepares teachers to meet the needs of all children. Racial, ethnic, socio-economic and language diversity characterize all schools used for field experiences. As a Christian, liberal arts university, Fresno Pacific values teaching as service. As one of many education programs in the Graduate School, the credential programs are dedicated to meeting the needs of individuals, viewing both education and learners wholistically, and to modeling learning in community. Candidates in the Fresno Pacific program are invited to consider teaching as a calling to service.

The preparation program is marked by coursework and field experience that integrates theory and practice. Students who complete their credential at Fresno Pacific become scholars, professionals, leaders and peacemakers. Fresno Pacific provides traditional, full-time programs and non-traditional Intern programs which lead to the multiple and single subject credentials with CLAD and BCLAD emphases.

In addition, Fresno Pacific offers a special education program which leads to the Level I credential. This program provides coursework which prepares candidates with the ability to plan, design, and implement effective instruction that meets the needs of students who experience mild/moderate/severe handicaps, as well as those students with physical and health impairments.

Institution/Program: Fresno Pacific University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Fresno Pacific has been widely recognized in the central valley and beyond the valley for the outstanding quality of its teacher preparation program. Students report that they have been well served by the individualized, careful advising they receive from their advisors and professors. Caring, respectful relationships are at the heart of the credential program. This is particularly evident in the cohort model through which students develop lasting professional friendships with their professors and peers. Districts report that graduates of the Fresno Pacific program are well prepared to make a difference in the lives of the children they teach. The credential program is supported through numerous partnerships with local schools and districts.

Students report that the program is both academically rigorous and practical in terms of preparing for the classroom. Of particular note has been the strength of the reading and mathematics programs. Students document growth into teaching by preparing a teaching portfolio throughout their experience at Fresno Pacific. This portfolio experience provides candidates, professors and potential employers with a rich picture of their preparation for teaching. The Teaching Portfolio is aligned with the California Standards for the Teaching Profession. Both the regular credential programs and the special education programs emphasize honest and ethical practices based on a Christian perspective.

Institution/Program: Fresno Pacific University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Fresno Pacific is pleased to offer numerous new programs that have enriched the quality of its core programs. One such program is Project V.O.I.C.E., funded through a Title VII grant, which supports bilingual paraprofessionals who work in partner districts and seek a teaching credential. Project V.O.I.C.E. supports bilingual classroom aides through ten seminars per year, tuition and book stipends, and personal advising. Another new program that has enriched the credential program has been our partnerships with BTSA (Beginning Teacher Support and Assessment) projects throughout the valley. Graduates of the Fresno Pacific credential program report that their move from the university program into their first class has been virtually seamless, due in part to this partnership with local BTSA projects. Finally, Fresno Pacific has developed a university / district partnership with Visalia Unified School district wherein we offer coursework leading to the single and multiple subject credentials, as well as the special education credential.

Close to half the candidates in the Fresno Pacific program complete their professional program through our internship program. The internship program has developed agreements with many districts throughout the central valley in both Pre-Intern and Intern programs and serves the needs of uncredentialed teachers who are completing their credentials at Fresno Pacific. Recognizing the need for teachers to be prepared to use technology effectively in their classrooms, the program has been innovative in infusing technology throughout coursework. Two classrooms where teacher education students meet on the university campus have been designated as technology-enriched classrooms.

Since the integration of the new Level I special education credential developed under new CCTC standards and accredited in fall, 1999, numerous changes leading to improved educational specialist preparation have been implemented. One such change is the program titled "The Casa Experience", a weekend retreat that acquaints new students to the program and with their faculty. In addition, the program has developed a special education testing and assessment library.

Institution/Program: Fresno Pacific University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	138	103	35
Single Subject Candidates	66	44	22
Education Specialist Candidates	11	11	0
Totals	215	158	57

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	89	59	14	16
Single Subject Candidates	35	19	3	13
Education Specialist Candidates	7	0	0	7
Totals	131	78	17	36

Institution/Program: Fresno Pacific University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	17	10	6
In Academic Positions with Rights and Responsibilities	17	10	6
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	11	3	9
In Academic Positions with Rights and Responsibilities	11	3	9
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	3
In Academic Positions with Rights and Responsibilities	0	0	3
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	24:1	18:1	18:1
Single Subject Programs	24:1	18:1	18:1
Education Specialist Programs			18:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Fresno Pacific University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	15	525
Single Subject Programs	35	15	525
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	79	78	74	95 %
Education Specialist Programs	3	0		
Total	82	78	74	95 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Holy Names College
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Education Department at Holy Names College, historically and to the present day, has focused its attention on the preparation of dedicated educators for the urban schools of Oakland and its surrounding communities. The work of the educator has become critical in addressing the needs of an increasingly diverse population, the demands of life in a technologically changing society, and the changes created by radical shifts in societal organization.

The Department is committed to preparing qualified and committed teachers who are ready to meet the challenge. The Department strives to encourage and support potential teachers who might not otherwise have the personal or financial resources to pursue a teaching career. The courses are offered at times that can accommodate most working adults. The Multiple and Single Subjects, and Education Specialist credential programs seek to include teacher candidates of diverse backgrounds who reflect the composition of the community they serve; multiple and single subjects credentials are CLAD (Cross-cultural Learning and Development) emphasis. Most students have had previous careers, so they bring experiences from a variety of backgrounds that they can share with peers and their future students. Students are considered for admission based on multiple measures of their potential for teaching excellence.

Institution/Program: Holy Names College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The faculty of the Education Department is particularly suited to preparing teachers for urban classrooms. Full-time faculty members have had extensive experience in local urban schools. In addition to teaching the core courses in all programs, they serve as field supervisors, academic advisers, and mentors as well. Adjunct faculty members, who teach many of the curriculum courses, are outstanding educational leaders who work in city school systems. The Department's long history in the area as a premier teacher preparation program means that there are many outstanding mentors and supporters at school sites for graduates of the program, as well as for student teacher placements.

The Holy Names program includes candidates working full time in urban school districts with internship credentials and in some cases with emergency teaching permits. In those cases, the program requires a second supervised school placement, usually during the summer, where the candidate works within the classroom environment of a cooperating teacher, under supervision of a college supervisor.

Institution/Program: Holy Names College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: Holy Names College
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	69	21	48
Single Subject Candidates	37	22	15
Education Specialist Candidates	20	20	0
Totals	126	63	63

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	17	4	5	8
Single Subject Candidates	10	2	4	4
Education Specialist Candidates	5	0	0	5
Totals	32	6	9	17

Institution/Program: Holy Names College
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Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	3	3	3
In Academic Positions with Rights and Responsibilities	2	2	2
In Non-Academic Positions without Rights and Responsibilities	1	1	1
Single Subject	2	2	2
In Academic Positions with Rights and Responsibilities	1	1	1
In Non-Academic Positions without Rights and Responsibilities	1	1	1
Education Specialist	1	0	1
In Academic Positions with Rights and Responsibilities	1	0	1
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	26:1	26:1	26:1
Single Subject Programs	26:1	26:1	26:1
Education Specialist Programs			26:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Holy Names College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	24	16	384
Single Subject Programs	15	19	285
Education Specialist Programs	24	16	384

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	16	15	15	100 %
Education Specialist Programs	6	2		
Total	22	17	17	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Hope International University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Education Department enrolls approximately 100 students. The department exists to serve the mission of Hope International University by offering post-baccalaureate education "...to prepare competent professionals for servant leadership world-wide" in disciplines with potential for high societal impact. The Teacher Credential Programs are committed to Christian values in a non-sectarian setting and maintain a focus on applied scholarship. The substantial growth in enrollment in recent years has been mirrored by an increased number of partnerships with urban school districts. The diverse student population within those districts provides rich opportunities for CLAD credential candidates to recognize and appreciate the rewards of working in Southern California's classrooms.

Institution/Program: Hope International University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Founded as a Bible College in 1928, the significant growth of the institution into Hope International University has not diminished its original commitment to preparing students for a lifetime of quality living and dedication to service. The accessibility of faculty, staff, and administration is one indication that the University community embraces the foundational concept of servant leadership. The Education Department faculty is comprised of current practitioners committed to academic excellence by providing research-based instruction and pedagogical models designed to prepare teachers to effectively serve the diverse student population found in California's classrooms. Students and graduates appreciate the staff's and faculty's "personal touch" and interest in their individual progress during the program. Clear communication, small class size, and frequent supervision during student teaching are examples of the commitment to service by staff and faculty. Evening and weekend classes are scheduled to meet the needs of graduate students who are currently employed full-time.

Institution/Program: Hope International University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: Hope International University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	57	57	0
Single Subject Candidates	8	8	0
Education Specialist Candidates	0	0	0
Totals	65	65	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	28	20	0	8
Single Subject Candidates	2	2	0	0
Education Specialist Candidates	0	0	0	0
Totals	30	22	0	8

Institution/Program: Hope International University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	4	0	4
In Academic Positions with Rights and Responsibilities	2	0	2
In Non-Academic Positions without Rights and Responsibilities	2	0	2
Single Subject	1	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	5:1		5:1
Single Subject Programs	5:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Hope International University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	14	560
Single Subject Programs	40	14	560
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	25	23	21	91 %
Education Specialist Programs	0	0		
Total	25	23	21	91 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: John F. Kennedy University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

John F. Kennedy is a small private institution founded in 1964 to serve adult students wishing to continue their formal education, chart new professional directions, and derive greater meaning from their lives. The Department of Education was established in 1989 for talented mature adults who demonstrate a commitment to teaching in large urban school districts (e.g. Oakland, San Francisco, West Contra Costa) that serve students and families from diverse cultural, language and socioeconomic backgrounds. We actively recruit candidates who are highly motivated and committed to teaching, especially candidates from underrepresented groups. Many of our graduates teach in low income/high need schools that have low Academic Performance Index rankings, high teacher turnover, and inadequate physical facilities/materials.

In our multiple, single subject, Crosscultural, Language and Academic Development, and master of arts in teaching (MAT) programs, our goal is to provide candidates with the knowledge and tools they need to cultivate compassion and a love for learning in their students. We stress the importance of building classroom environments where diverse student opinions and backgrounds are respected, and we model this approach in our program. Our curriculum provides a strong focus on principles of multicultural education, multiple ways of knowing and learning, and cooperative learning.

Candidates (e.g. students teachers, intern teachers) receive systematic coaching support from a university supervisor and on-site cooperating teacher while completing their field placement. This support is guided by the California Standards for the Teaching Profession framework and articulated with university course work.

Institution/Program: John F. Kennedy University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The focus on standards based instruction and supervision in the program continues to strengthen the preparation of our candidates. Reflection and collaboration are emphasized and fostered throughout the preparation program. The linking of theoretical learning to practice and providing ample opportunities for candidates to improve their practice during the preparation period gives them a firm grounding in content and pedagogy. The support of field supervisors further guides the candidates in reflecting and improving their practice.

This scaffolding of learning experiences created for the candidates is evidenced in the structure and content of our multiple subjects reading program. They begin by learning reading theory and pedagogy. Extended learning opportunities are provided during the field placement seminars by guest lecturers who model explicit strategies for teaching reading to English Language Learners, emergent readers, and reading in content. Candidates are then required to complete an observation of a reading lesson using these strategies with students in our designated demonstration classrooms in Oakland schools. The culminating learning experience in literacy is the lesson that the candidate designs and teaches while observed/coached by the university supervisor and cooperating teacher. This cycle of learning is completed during the quarter.

Institution/Program: John F. Kennedy University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Our work is presently focused on increasing the coherence and alignment of content and pedagogy to the program standards. We are continually working to strive for excellence..

Institution/Program: John F. Kennedy University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	56	50	6
Single Subject Candidates	29	29	0
Education Specialist Candidates	0	0	0
Totals	85	79	6

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	18	8	6	4
Single Subject Candidates	9	4	0	5
Education Specialist Candidates	0	0	0	0
Totals	27	12	6	9

Institution/Program: John F. Kennedy University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	6	1	5
In Academic Positions with Rights and Responsibilities	6	1	5
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	2	0	2
In Academic Positions with Rights and Responsibilities	2	0	2
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	16:1	16:1	16:1
Single Subject Programs	16:1		16:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: John F. Kennedy University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	22	33	726
Single Subject Programs	22	33	726
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	16	16	16	100 %
Education Specialist Programs	0	0		
Total	16	16	16	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: La Sierra University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission statement of the teacher preparation program at La Sierra University is as follows: the department seeks to empower students through a process of seeking, knowing, and serving. Students will study theoretical principles and pedagogical practices in an effort to gain professional, ethical, and caring practices.

This mission statement is based on the university mission statement, which is: To seek truth, enlarging human understanding through scholarship: To know ourselves, broadly educating the whole student: To serve others, contributing to the good of the global community.

The department program is undergirded with the basic philosophy that all persons learn from their surroundings and that learning and schooling are not synonymous. The department has two major purposes. The first is the development of competent, professional teachers who are prepared to serve effectively in public schools and in private schools. The second major purpose is to provide opportunities for educators seeking advanced degrees who wish to hone their teaching skills.

The department desires to help students accept and practice those ethical and moral concepts which are approved by the enlightened conscience of humankind, to develop tolerance for the rights and opinions of others, to be considerate of the sensitivities of those from diverse ethnic, cultural, and socioeconomic groups, and to cultivate the ideal of service to humanity.

Institution/Program: La Sierra University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

La Sierra University faculty are committed to continual improvement of departmental programs, teaching, and research. From faculty study and research, the programs in the department have been enriched through the incorporation of multiple intelligences theory and practice in methods courses. Faculty research on the brain and implications for education have resulted in the development of course work on the brain and learning as well as the incorporation of brain compatible learning theory into methods coursework.

The department seeks to train and develop professional teachers who have the appreciation, skills, and teaching strategies necessary to create a warm, loving, caring classroom climate where effective learning takes place. Faculty believe that professionalism and Christian principles are not mutually exclusive.

The department seeks to develop in its students the ability to do creative and independent thinking. The students should acquire an attitude of open-minded consideration of controversial issues and should develop a continuing intellectual curiosity that will expand throughout their post-college years.

The department endeavors to provide its students with an understanding of the privileges of citizenship, a sincere love of country, and a willingness to cooperate in bringing about improvements in the social order through education whether public or nonpublic.

The teacher preparation program is predicated upon a belief in the uniqueness and worth of each individual and of the importance of the systematic development of the whole person. The students in the department, it is hoped, will develop a positive self-image and will strive to reach the highest possible attainments.

Institution/Program: La Sierra University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The teacher preparation program at La Sierra University has made a concerted effort to integrate scholarly work about the brain and education into all courses. Any new faculty person with expertise in brain-based research and learning was hired.

A pilot program for professional education courses on the Web was begun. These courses can be used to fulfill requirements for teachers. The one-to-one nature of the program makes for a highly personalized experience for students.

The department also offers a basic certificate and educational technology on the Web. Students are able to study issues that are critical to education and technology. These courses can be taken at any time during the year.

Institution/Program: La Sierra University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	54	54	0
Single Subject Candidates	50	50	0
Education Specialist Candidates	0	0	0
Totals	104	104	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	12	10	0	2
Single Subject Candidates	8	7	0	1
Education Specialist Candidates	0	0	0	0
Totals	20	17	0	3

Institution/Program: La Sierra University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	3	0	2
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	2
Single Subject	3	0	1
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	1
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	12:1		12:1
Single Subject Programs	12:1		12:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: La Sierra University
--

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	18	720
Single Subject Programs	40	18	720
Education Specialist Programs			

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	41	14	13	93 %
Education Specialist Programs	0	0		
Total	41	14	13	93 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Loyola Marymount University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

In accordance with the Mission of Loyola Marymount University, the faculty, staff and students of the Teacher Education Program in the School of Education understand and declare our purpose to be the encouragement of life-long learning, the education of the whole person, and the promotion of service and justice for all. We commit ourselves to serving public and private education by fostering excellence inspired by the Jesuit and Marymount traditions of Catholic education. We further commit ourselves to preparing teachers who see teaching as a vocation and who are empowered to make a difference in the lives of students. The faculty, staff and students of the School of Education strive to work collaboratively in a student-centered environment to be professionals who are empowered to: value and respect all individuals, promote cultural responsiveness and social justice, integrate theory and practice, develop moral, intellectual and responsible leaders, collaborate and share leadership across communities, integrate technology in teaching and learning. Candidates in the teacher preparation program at Loyola Marymount University are representative of the diversity in the greater Los Angeles area. They complete a CLAD/BCLAD teacher credential program as graduate or undergraduate students. These candidates teach in both public and private schools in neighborhoods that serve culturally, linguistically, and economically diverse students. Our undergraduate candidates pursue a teaching credential and Bachelor's degree at the same time. A majority of our graduate candidates are full time public school teachers on emergency permits.

Institution/Program: Loyola Marymount University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The program qualities that contribute to program excellence and effectiveness include:

Strong Leadership: As a result of NCATE accreditation, the President of the university appointed the first Dean of the School of Education, formerly the Coordinator of Secondary Education, in 1999-2000.

Diversity Experience: Teacher candidates in the Loyola Marymount University program complete their credential equipped to teach students of different abilities and students of diverse linguistic, cultural, and economic backgrounds.
Highly Qualified Faculty: Teacher candidates take classes from highly qualified faculty who are committed to teaching and research. Schools districts in California heavily recruit students in the program. These students are also adequately prepared to take standardized tests such as the RICA. In 1999-2000, LMU achieved a 99% passing rate on the RICA.

Low Student-Professor Ratio: Students receive individual attention and benefit from small class sizes. They are able to meet with their professors on a regular basis to talk about issues related to class content or program advising.

Integrated Use of Technology: The School of Education at Loyola Marymount University has access to classrooms that are equipped with the latest technology that can allow teacher candidates to experience teaching and learning with technology.

Supervised Field Experiences: Candidates who are graduate students participate in supervised field experiences. They receive on site mentoring and supervision from a university clinical professor.
Scholarships: Loyola Marymount University provides scholarships that allow candidates to complete a teacher credential program at LMU.

Institution/Program: Loyola Marymount University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The faculty in the School of Education engages in ongoing dialogue regarding the effectiveness of the program. The faculty meets on a regular basis and is preparing to redesign the program to meet the new credential requirements of the California Commission on Teacher Credentialing. The faculty is writing grants to continue integrating technology into teaching and learning.

Institution/Program: Loyola Marymount University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	268	268	0
Single Subject Candidates	91	91	0
Education Specialist Candidates	33	33	0
Totals	392	392	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	121	69	0	52
Single Subject Candidates	38	19	0	19
Education Specialist Candidates	6	3	0	3
Totals	165	91	0	74

Institution/Program: Loyola Marymount University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	10	0	8
In Academic Positions with Rights and Responsibilities	10	0	8
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	4	0	6
In Academic Positions with Rights and Responsibilities	4	0	6
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	2	0	2
In Academic Positions with Rights and Responsibilities	2	0	2
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	6:1		7:1
Single Subject Programs	6:1		7:1
Education Specialist Programs	6:1		7:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Loyola Marymount University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	25	16	400
Single Subject Programs	25	16	400
Education Specialist Programs	25	15	375

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	89	87	86	99 %
Education Specialist Programs	1	1		
Total	90	88	87	99 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Mills College

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teachers for Tomorrow's Schools program at Mills has a reform and change orientation. We believe that schools are not "working" as well as they ought to be and that we must work toward equity and excellent outcomes for all students. We want to provide our students with ample opportunity to develop the knowledge, skills, and dispositions that will facilitate their being able to participate in reform activities when they assume their teaching positions in schools. Our location in a major urban setting provides more than adequate impetus for the social justice agenda that guides the work we do.

Institution/Program: Mills College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The curriculum in the Teachers for Tomorrow's Schools program is centered, by design, on six core program principles. Guided by the overarching goals of equity and social justice, the work is organized around these principles which permeate every aspect of the program from coursework, to fieldwork, to the general culture of the Mills Education community. They are:

- o Teaching is inherently moral work that must be guided by an ethic of care.

- o Teaching is reflective work that requires active and systematic inquiry for learning throughout the teacher's career.

- o Learning is developmental and constructivist and thus teaching is best guided by those conceptions of how learners come to know.

- o Teaching is connected in deep and important ways to subject matter. A central goal of the work is to prepare students to acquire, understand, and construct subject matter knowledge.

- o Teaching is collegial in that both teachers and students learn in the contexts of relationships that matter. Colleagues and community are central.

- o Teaching is inherently political in that by definition, it is concerned with matters of change that are neither neutral nor inconsequential.

Institution/Program: Mills College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The directors of the Teachers for Tomorrow's Schools program at Mills College spend time each year reflecting on our work. This year, we are seeking to improve our work in four areas: recruiting more students of color, expanding our technology capacity, supporting our cooperating teachers and looking at our own teaching through lesson study.

While we have worked to recruit students whose diversity matches that of California's student population, that has proved a challenge. Each year we make some progress in that direction. We believe that scholarship money combined with particular support within the program will help us toward our goal.

We recently received funding for a bank of state-of-the-art laptop computers that will be available for all of our students and faculty. The bank is on a mobile cart and all 40 computers will be linked to the College's network. Faculty will be able to wheel the cart into their classrooms and students will be able to have the flexibility of working cooperatively in groups or traditionally each with her own computer. We are very much looking forward to using this technology to build a video library on CD rom of instances of excellent teaching from which we can collect and analyze data.

This summer, we will begin a new initiative toward improved student teaching placements called The Teacher Institute for Urban Fieldwork. While we have consistently been recognized for preparing excellent teachers in part because we have long stressed the importance of merging practice and theory, the part of our program that has been most inconsistent in addressing these goals is the fieldwork. This new three-year pilot project will provide professional development support to our cooperating teachers both to enhance the learning opportunities for our student teachers and to enable the cooperating teachers to become agents of change in their schools and districts.

This year we have begun doing formal lesson studies of our own work here in the Education Department. Our faculty has had the chance to examine their own work and the work of their colleagues in a formalized way.

The result has been focused assessment of their work toward achieving both long-term and short-term goals for their students' learning.

Institution/Program: Mills College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	32	32	0
Single Subject Candidates	23	23	0
Education Specialist Candidates	0	0	0
Totals	55	55	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	32	32	0	0
Single Subject Candidates	23	23	0	0
Education Specialist Candidates	0	0	0	0
Totals	55	55	0	0

Institution/Program: Mills College

Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	8	0	0
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	5	0	0
Single Subject	8	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	8:1		
Single Subject Programs	8:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Mills College

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	18	36	648
Single Subject Programs	18	36	648
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	32	30	30	100 %
Education Specialist Programs	0	0		
Total	32	30	30	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Mount St. Mary's College
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Since 1925 Mount St. Mary's College (MSMC) has prepared caring and skilled teachers for urban schools and diverse populations. U.S. News&World Report has recognized MSMC as having the most diverse student population among universities in the West, a near-mirror reflection of the population of the Los Angeles area. Placing emphasis on student learning, the Education Department welcomes the challenge and enrichment that a diverse population offers. Through programs like the Center for Cultural Fluency and its Teacher Centers in urban school districts, the College provides models and guidance for meeting the specific learning needs of the students of Los Angeles.

Institution/Program: Mount St. Mary's College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Founded by the Sisters of St. Joseph, with a 350-year commitment to social justice, the college is grounded in Catholic values and provides a transformative liberal arts education. In her October 13, 2000 inaugural address, President Jacqueline Powers Doud stressed that the college is characterized by "a faculty and staff who have sought and found creative ways to enable students to surpass their own expectations, and to prepare for professions and serve society." Education Department faculty, exemplary teachers themselves, are committed to the values of service, leadership, ethics and inclusiveness. The teacher credential programs are designed to prepare teachers who are effective in working with K-12 students from varying backgrounds, and who thoroughly integrate issues of race, culture, class and gender into all classes. The teacher preparation programs at MSMC deepen students' knowledge of pedagogical principles through application in urban classrooms and in-depth reflection during class meetings.

Institution/Program: Mount St. Mary's College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: Mount St. Mary's College
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	137	137	0
Single Subject Candidates	47	47	0
Education Specialist Candidates	38	38	0
Totals	222	222	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	75	46	0	29
Single Subject Candidates	22	12	0	10
Education Specialist Candidates	12	6	0	6
Totals	109	64	0	45

Institution/Program: Mount St. Mary's College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	8	0	6
In Academic Positions with Rights and Responsibilities	4	0	2
In Non-Academic Positions without Rights and Responsibilities	4	0	4
Single Subject	4	0	4
In Academic Positions with Rights and Responsibilities	3	0	3
In Non-Academic Positions without Rights and Responsibilities	1	0	1
Education Specialist	1	0	1
In Academic Positions with Rights and Responsibilities	1	0	1
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	12:1		24:1
Single Subject Programs	12:1		24:1
Education Specialist Programs	12:1		24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Mount St. Mary's College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	14	560
Single Subject Programs	40	14	560
Education Specialist Programs	40	14	560

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	36	35	33	94 %
Education Specialist Programs	5	1		
Total	41	36	34	94 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: National Hispanic University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The goal of the Department of Teacher Education at The National Hispanic University (NHU) is to prepare effective teachers for California's culturally and linguistically diverse classrooms. We are committed to serving the needs of students, many of whom come from language backgrounds other than English, in our local school districts. Fully integrated into the program are philosophies and strategies for teaching in a multicultural classroom that enhance learning and educational equity for English language learners.

Many of our local school districts face critical teacher shortages. As a result of the critical need in our local school districts, we have many credential candidates who are currently teaching in the elementary school classroom as either Intern teachers or as teachers who hold emergency permits. Therefore, we collaborate with the Alum Rock Union Elementary School District and the Santa Clara County Office of Education's county-wide consortium to offer Intern programs that support beginning teachers through a comprehensive professional teacher preparation model. We believe that collaboration with local school districts is essential in order to address the critical need for qualified and effective classroom teachers.

Institution/Program: National Hispanic University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

At NHU, the focus of the program is to provide strategies to help teachers address issues related to teaching students of diverse language and cultural backgrounds. As a result, one of the outstanding features in the 1999-2000 programs was the integration of theoretical understanding with practical methodological approaches that teachers are able to use in their classrooms immediately. The attention to practicality in the real-world classroom and the high level of support they receive in the university classroom from their instructors and their peers serve to empower new teachers and, above all, contribute to their excellence and effectiveness in the elementary school classroom.

Institution/Program: **National Hispanic University**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: National Hispanic University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	174	112	62
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	174	112	62

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	58	20	18	20
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	58	20	18	20

Institution/Program: National Hispanic University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	5	5	5
In Academic Positions with Rights and Responsibilities	4	4	4
In Non-Academic Positions without Rights and Responsibilities	1	1	1
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	15:1	4:1	15:1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: National Hispanic University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	10	18	180
Single Subject Programs			
Education Specialist Programs			

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	44	41	40	98 %
Education Specialist Programs	0	0		
Total	44	41	40	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: National University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

National University's mission is to make lifelong learning opportunities accessible, challenging and relevant. Its aim is to facilitate access and academic excellence through innovative delivery systems, student services, and relevant programs that are learner- centered, success-oriented and responsive to technology.

The mission of National University's School of Education is to prepare adults from diverse backgrounds for lives of personal growth, professional dedication, and community service. The School is divided into two departments, Teacher Education and Specialized Programs. The mission of the Department of Teacher Education is to prepare men and women from diverse backgrounds who wish to be teachers, to nurture critical and creative thinking, intellectual activity, and active student participation. Teacher Education offers preparation for the Multiple and Single Subject CLAD and BCLAD Preliminary and Professional Clear Teaching Credentials, a university internship option, and a CLAD certificate program.

The Department of Specialized Programs includes Special Education, Educational Administration and Pupil Personnel Services, including School Counseling and School Psychology. The mission of the Special Education Program is to serve the adult student in making higher education accessible and relevant, and to prepare professional school personnel by providing students with critical awareness, assisting them to apply concepts developed in the classroom, and empowering them to participate fully in an increasingly diverse society. The Special Education program offers the Preliminary Level I Education Specialist credential program, to prepare students for teaching positions serving learners in K-12 public schools who manifest either mild/moderate or moderate/severe disabilities.

Institution/Program: National University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Over its history National University has been guided by its focus on five core values: access, accelerated pace, relevance, value, and community. Within the context of teacher preparation, National University seeks to prepare educators who can address the daily realities of California's classrooms. National University was the innovator of alternative programs and approaches to the delivery of instruction in California. Its unique one-course-per-month format promotes greater interest and motivation through a concentrated, more focused approach. National University regularly places at the top of the list of California institutions recommending graduates for teaching credentials. During 1998-99, National recommended more individuals to the California Commission on Teacher Credentialing (CCTC) for Multiple Subject, Single Subject, and Special Education credentials combined than any other institution in the state.

The average age of the NU credential student is 34. Minority students are approximately 30% of those enrolled. Of the most recent graduating class, 42% were students of color and 57% were women. Given the critical shortage of fully qualified teachers in California, many of NU's credential candidates are under contract with school districts serving on emergency permits while completing their program. To ensure their success, alignment of credential coursework and field experience with the state-adopted K-12 content standards and the California Standards for the Teaching Profession is a high priority.

Institution/Program: National University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

In its strategic plan, NU2005, the University has articulated a commitment to be the career-long learning partner of California's K-12 teachers with the goal of improving public schools and developing solutions to the problems of low-student achievement.

The School of Education has agreements with school districts across the state to offer credential programs at school sites to encourage individuals who are less than fully qualified to complete their credential program.

This collaboration is critical to preparing teachers for the high stakes accountability environment. Most of these individuals choose to complete a Master's degree along with the credential.

NU has recently launched a CLAD/BCLAD Internship program statewide to provide opportunities for credential candidates to assume the responsibilities of full time teachers while they concurrently pursue their professional studies on an Internship Credential. The Professional Clear Level II Credential in Special Education is currently under review with the CCTC. It is anticipated that this program will be initiated by Fall 2001.

In keeping with its commitment to alternative delivery systems, National University has begun to offer many of its teacher credential courses in an online format, combining online technology with on campus classes.

Online learning has been augmented by an expanded library collection of printed and electronic books and references. NU has over 25,000 digital volumes giving it the largest e-book collection at any institution in the country and this collection is growing monthly.

Institution/Program: National University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	6,396	6,396	0
Single Subject Candidates	3,816	3,816	0
Education Specialist Candidates	671	671	0
Totals	10,883	10,883	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	1784	838	0	946
Single Subject Candidates	717	337	0	380
Education Specialist Candidates	186	19	0	167
Totals	2,687	1,194	0	1,493

Institution/Program: National University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	149	0	149
In Academic Positions with Rights and Responsibilities	149	0	149
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	60	0	60
In Academic Positions with Rights and Responsibilities	60	0	60
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	77	0	77
In Academic Positions with Rights and Responsibilities	77	0	77
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	8:1		8:1
Single Subject Programs	8:1		8:1
Education Specialist Programs	6:1		6:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: National University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	33	18	594
Single Subject Programs	33	18	594
Education Specialist Programs	33	9	297

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	1,595	1,508	1,424	94 %
Education Specialist Programs	201	87	76	87 %
Total	1,796	1,595	1,500	94 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: New College of California

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

New College of California is dedicated to a vision of social justice and human empowerment. The college has endorsed diversity and multiculturalism from its inception. Its programs emphasize innovative and interactive pedagogy and the vital importance of education to a democratic and just society. Undergraduates are encouraged to put their social principles into practice in their working lives.

We believe that it is unlikely that there will be any real, deep or lasting changes in public schooling until the nature of teacher education itself begins to change radically. New College had the opportunity when it began its CLAD & BCLAD teacher education programs, to start from the beginning, rather than to reform or cosmetically reorganize an already existing program.

Teacher education candidates gain skills and reflective ability to put theory into practice and to link the classroom with the social world while developing a personal teaching style. They are guided by a team of multicultural scholars, educational practitioners and community activists during their work in public schools.

We believe that the philosophical understandings and accompanying strategies that teachers will need to address the multiple educational challenges ahead can best be acquired through an in depth teacher preparation program that will build respect for teachers as professionals capable of beginning and continuing the process of change in our schools and society.

Institution/Program: New College of California

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

There are six distinguishing features of the New College Teacher Education Program.

1. Teachers learn to humanize the teaching environment and develop their classrooms as "communities of learners" (McCaleb, 1994).

2. Teacher candidates participate in our innovative Family Literacy Center to gain experience necessary to develop curricula that include and affirm family aspirations and cultural values.

3. Music and the arts are integrated into many classes so that future teachers may appeal to the diverse learning modes of children and teach the whole child.

4. The concept of teacher as researcher is developed through participatory/action research to enable future teachers to know and respect the communities in which they teach.

5. Candidates come to understand the social and political context of the institution of schooling.

6. Students are encouraged to think about critical, environmental and global issues and to incorporate them into their teaching.

Institution/Program: **New College of California**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: New College of California

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	22	22	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	22	22	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	20	10	0	10
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	20	10	0	10

Institution/Program: New College of California

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	4	0	4
In Academic Positions with Rights and Responsibilities	4	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	15:1		15:1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: New College of California

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	31	10	310
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	33	30	26	87 %
Education Specialist Programs	0	0		
Total	33	30	26	87 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Occidental College

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

OUR MISSION: TO PREPARE LEADERS IN EDUCATION . . . LEADERS IN LIFE

The Department of Education at Occidental College has two major goals: (1) preparing educational leaders by offering a rigorous and thorough professional preparation program for a select number of prospective teachers; and (2) developing future parent, citizen, business or professional leaders who understand contemporary society and education and who exercise essential personal or group leadership skills. Both goals require a thoughtful, reflective leader who is knowledgeable of and sensitive to the diverse needs of students in our public schools and adults in our increasingly more global American society. The greater Los Angeles urban metropolis, with its vast human and institutional resources and rich cross-cultural diversity, greatly enhances the learning of students with either goal. Occidental College offers two teaching credential programs - a Multiple Subject Professional Clear Program with CLAD Authorization and a Single Subject Professional Clear Program with CLAD Authorization.

Institution/Program: Occidental College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The factors that have contributed to the excellence of the Educational Leaders Program at Occidental College include:

1. The cohort group of less than thirty candidates provided the opportunity for each to receive individualized instruction from their college supervisors in the student teaching experience and close collaboration with peers in their coursework.
2. Consistent, ongoing program evaluation which included feedback from students, master teachers, program graduates who are now teaching, principals of graduates of the program and other community members.
3. Assessment through a portfolio format which requires demonstrated knowledge and application of the California Standards for the Teaching Profession.
4. Consistent, ongoing collaboration with local schools which has enabled us to develop a resource list of highly successful classroom teachers who serve as classroom supervisors for our student teachers.
5. Emphasis on group development with strategies that are modeled in all Education classes and practiced by the candidates in their student teaching experience.
6. Development of cross-cultural sensitivity and pedagogy that encourages inclusion in all planning and teaching.
7. A systems view of education is inherent in the coursework - enabling the candidates to begin teaching with an understanding of the factors which influence education and which affect their role as teachers from a global perspective of education.

Institution/Program: Occidental College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Program Extended to Teachers who are employed but have not completed their credential requirements: In order to be prepared for the new credentialing structure, the Education Department has shifted to a position where it is more able to accommodate teachers who have not earned a clear credential. While the traditional student teaching program is still in place and serving those who prefer to complete preparation before beginning employment as classroom teachers, the need to serve another population - those currently teaching - is now being addressed. Both groups will receive the same excellent quality of professional preparation.

CalTech Collaborative Agreement:

A collaborative agreement has been established with the California Institute of Technology in a program which addresses science instruction in the public schools. Under this agreement, Cal Tech students can take teacher preparation courses at Occidental and Occidental students can take science courses with an emphasis on teaching at Cal Tech.

Community Literacy Center:

A balanced literacy program at the Occidental College Community Literacy Center provided additional directed teaching experiences for undergraduate students interested in either of our two purposes. The Literacy Center had operated continuously since it was first established by in 1963, until 1999. During the 1999-2000 academic year, this program was not available to students in the credential program. Reopening the program has been a high priority in the Education Department and will once again be a critical part of the teacher preparation program at Occidental College.

Institution/Program: Occidental College
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	20	20	0
Single Subject Candidates	19	19	0
Education Specialist Candidates	0	0	0
Totals	39	39	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	10	10	0	0
Single Subject Candidates	15	15	0	0
Education Specialist Candidates	0	0	0	0
Totals	25	25	0	0

Institution/Program: Occidental College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	2	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Single Subject	2	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	7:1		
Single Subject Programs	10:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Occidental College

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	14	420
Single Subject Programs	30	14	420
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	12	10	10	100 %
Education Specialist Programs	0			
Total	12	10	10	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Pacific Oaks College
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teacher Education Program is embedded within a college-wide context that values social justice, respect for diversity, and the uniqueness of each individual. The shared vision for Teacher Education is expressed in the Mission Statement:

The mission of the Teacher Education Program at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children.

We believe that

- awareness of diversity is integral to an educational process in which each individual is valued for their own identity, culture, language, and ability, and where discrimination against others is identified and challenged;

- teachers as well as students must be involved in meaningful learning experiences characterized by inquiry, reflection, and support; courses must model learning environments that take current knowledge about human development into account;

- to best serve children in public or private schools, teachers must learn to integrate constructivist approaches, effective standards-based instruction, and technology within a challenging and interesting curriculum.

Students in the Teacher Education Program are non-traditional mature learners who are balancing their academic pursuits with work and families. Many are from underrepresented ethnically and racially diverse communities.

Institution/Program: Pacific Oaks College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

There are two qualities that contribute to our program's excellence. One is that it is integrated with the Human Development Program, so candidates take courses in Human Development before they begin Teacher Education core courses (or, in the case of the Intern Program, the Human Development courses are blended throughout the program). Candidates may also earn a Bachelors or Masters degree while they are completing their credential requirements. This means that our candidates emerge with a good understanding of child development and learning as a foundation for their teaching.

Another quality that sets us apart is that our program is designed to help candidates develop a constructivist perspective and, simultaneously, a commitment to state frameworks and standards for effective instruction. We feel this is a unique approach, one that keeps real learning and inquiry at the heart of what goes on in classrooms. Teachers who come from our program are dedicated learners themselves, and have strong ideas about how to help children follow their questions as well as meet high standards for learning. In this way, the program reflects the mission of the Teacher Education Program.

Institution/Program: Pacific Oaks College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The following are initiatives we implemented in 2000-2001 to improve our program excellence. These were not yet in place in 1999-2000.

* Traditionally, candidates meet individually with their advisors each semester to register for classes during a registration period. Often, classes filled before they could meet with their advisors. We have implemented an Advising Day, where all faculty advisors are present and students are served on a first-come, first-served basis. This occurs the Saturday before registration opens. This has insured that our students are enrolled in the classes they need to adhere to their program sequence. And by having all advisors work with all students, information flows more evenly, and the advisors become familiar with more of the students in the program.

* We have begun to offer 1-unit Professional Development Classes that meet on weekends. Topics are selected in response to needs expressed by our candidates as well as public school teachers. To date, we have offered classes in Classroom Management, Physical Education, and Music in the Classroom. Not only do these classes supplement the regular Teacher Education coursework, but they offer professional development opportunities to teachers in the local schools.

Institution/Program: Pacific Oaks College
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	200	172	28
Single Subject Candidates	0	0	0
Education Specialist Candidates	38	38	0
Totals	238	210	28

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	55	11	20	24
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	8	2	0	6
Totals	63	13	20	30

Institution/Program: Pacific Oaks College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	3	5	3
In Academic Positions with Rights and Responsibilities	1	1	1
In Non-Academic Positions without Rights and Responsibilities	2	4	2
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	5	0	5
In Academic Positions with Rights and Responsibilities	2	0	2
In Non-Academic Positions without Rights and Responsibilities	3	0	3

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	8:1	5:1	8:1
Single Subject Programs			
Education Specialist Programs	5:1		5:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Pacific Oaks College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	37	14	518
Single Subject Programs	0	0	0
Education Specialist Programs	35	14	490

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	57	50	49	98 %
Education Specialist Programs	2	2		
Total	59	52	51	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Pacific Union College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Pacific Union College is a Christian liberal arts college sponsored by the Seventh-day Adventist Church. Its mission is to prepare students for fellowship with God and service to Him through service to humanity. Its student-to-faculty ratio is 12-1, and for seven straight years, U.S News & World Report has ranked PUC as the top regional liberal arts college in California.

The purpose of the Education Department is to develop professional Christian teachers who have the skills and teaching strategies necessary to create a rigorous, stimulating, and caring classroom where learning takes place.

PUC is accredited by the Seventh-day Adventist church and the State of California to recommend individuals for multiple and single subject teaching credentials. The CLAD emphasis is also approved at PUC for both the multiple and single subject credentials.

The department expects that its graduates will demonstrate the following attributes:

- Allegiance to the principles of the Christian faith, including the privileges of citizenship and community service.

- Tolerance and sensitivity to the rights and opinions of others, especially those from diverse ethnic, religious, cultural, and socio-economic groups.

- Appreciation for the uniqueness and worth of each individual and the importance of the systematic development of the whole person, including the intellectual, spiritual, social, and physical.

- Skill in classroom teaching and management techniques as demonstrated by significant progress toward the achievement of the Professional Competencies.

- Subject matter proficiency as demonstrated by academic performance and a dedication to excellence.

The department is currently preparing 150 teachers for preliminary credentials and 50 teachers for professional credentials for eventual placement in K-12 classrooms.

Institution/Program: Pacific Union College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

-Faculty members have been successful teachers, principals, and superintendents and maintain K-12 state certification. They are regularly involved in collaboration with local schools and consult for the local community. The department's low student-teacher ratio creates a productive classroom environment.

-Students attend professional meetings and conventions alongside their professors. Master's degree candidates join a professional organization and attend the annual California Reading Association Convention.

-All multiple subject credential candidates spend four weeks in an autumn multigrade placement during their program. This prepares them for the unique challenges of beginning a new school year, of teaching three or more grade levels at once, and of teaching in a rural community.

-The credential program allows students to begin concurrently on subject matter and professional coursework as freshmen. They quickly engage in fieldwork, completing assignments with students at five different grade levels in three to five different school cultures before beginning full-time student teaching.

-Many students at Pacific Union College choose to take a year away from their coursework and serve as student missionaries abroad, usually in a teaching capacity. Some students also choose to study abroad for a year to become fluent in a second language.

-Of the 23 candidates recommended for credentials during the 1999-2000 year, 91 percent were hired. Of all teaching candidates prepared at PUC from 1995 to 2000, the retention in the teaching profession is 82 percent.

Institution/Program: Pacific Union College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

-The Education Department at Pacific Union College began a new evening program at the Napa Valley Resource Center this year for students seeking a multiple subject teaching credential. The schedule allows adults with full-time employment to pursue a career change and help fill the need for teachers.

-The department is also a partner with the Napa Valley Unified School District in a paraprofessional's grant to help local teacher's aides earn their multiple subject teaching credentials.

-The technology classroom was upgraded with new hardware, software, and furniture. Two courses were revised and approved to fit new California technology standards for teacher certification.

-A new master's degree in education with an instructional leadership emphasis was implemented. Enrollment in the program doubled.

Institution/Program: Pacific Union College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	52	52	0
Single Subject Candidates	24	24	0
Education Specialist Candidates	0	0	0
Totals	76	76	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	15	15	0	0
Single Subject Candidates	7	7	0	0
Education Specialist Candidates	0	0	0	0
Totals	22	22	0	0

Institution/Program: Pacific Union College

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	4	0	0
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Single Subject	3	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	23:1		
Single Subject Programs	23:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Pacific Union College

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	38	15	570
Single Subject Programs	30	18	540
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	19	19	16	84 %
Education Specialist Programs	0			
Total	19	19	16	84 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Patten College
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Patten is a private, coeducational, interdenominational Christian college located within the culturally rich area of East Oakland, and on the undergraduate level, is dedicated to providing a Liberal Arts education with a strong Biblical Studies emphasis. The mission of the college is to provide an excellent education on the undergraduate and post-graduate levels for motivated and committed students from a broad diversity of ethnic, geographic, and socio-economic backgrounds. The college seeks to maintain a supportive and culturally diverse community where students are supported, encouraged and equipped to find and develop their unique talents and gifts. To achieve this end, Patten College strives to recruit and retain qualified faculty and staff members who embrace the ethical and moral values found in the Judeo-Christian tradition, who are strongly committed to teaching and advising, and who demonstrate integrity through scholarship, research, and service to the college and the larger community. To achieve its purposes, the college seeks to offer students a coherent and integrated education so that they will become aware of the traditions and cultures that have shaped societies, develop and expand their abilities to think critically and independently, and come to understand their own place and role in the larger world community. The college endeavors to inspire students to serve their communities and to live as morally responsible individuals in whatever vocation or profession they choose to pursue.

In line with the broader Patten College goals, and consistent with the guidelines and policies of the California Commission on Teacher Credentialing and the Western Association of School and Colleges, the Multiple Subject Credential Program prepares teachers who are striving for academic excellence, who have the ability to reflectively analyze their teaching practices, and who will continue to develop professionally throughout their teaching career. The Education Division Faculty are selected on the basis of having a strong academic background, possessing appropriate higher education degrees and showing evidence of having considerable practical experience in the classroom. This brings to our Credential Program students a balance between theory and practical application within the classroom setting. In particular, this program offers a curriculum that is multicultural and incorporates instructionally proven, effective teaching strategies. It enables teachers to meet the challenges in our schools where students are from diverse linguistic, cultural, socio-economic, religious and physical backgrounds.

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The multiple subject teaching credential programs at Patten are specialized postbaccalaureate programs for those who wish to teach in a self-contained classroom in public and private elementary and middle schools. The programs are designed to include all of the requirements of the CCTC and the special emphases of Patten College, while accommodating differences and interests of individual teacher candidates. The teaching credential programs incorporate a balance of educational course work with hands-on field experiences and student teaching in the schools.

In keeping the broader goals of the College, these programs seek to develop in students the ability to:

- Integrate educational theories and practices and attain high academic, professional and ethical standards appropriate to a successful career with an emphasis on inner-city teaching;
- Acquire knowledge, skills, technology and practices that are crucial in delivering high quality instruction which teaches both basic skills and high-order thinking skills;
- Evaluate one's own strengths and weaknesses for continuing growth as an effective, ethical teacher;
- Appreciate, understand, and be sensitive to students of different racial, ethnic, language, cultural, and religious backgrounds at different grade levels and with different special needs;
- Create a classroom environment for a diverse student population that promotes high expectations for all students and provides challenging instruction to facilitate students' development;
- Utilize a variety of assessment strategies to evaluate students' growth and apply appropriate teaching interventions;
- Establish between school, family, and community a climate of mutual respect; and
- Work with school and community to create and maintain a safe environment where learning can be achieved.

The Education Division also has an Intern Partnership Program designed in such a way that it incorporates both professional rigor, and appropriate length and intensity so that the program successfully addresses the unique learning situation experienced by interns and supports their professional development. To accommodate the differing needs and workloads of interns, and maintain program quality at the same time, the coursework contains all of the content of the traditional Credential Program but on a two-year schedule, even though students may opt to take it within the one-and-one-half year schedule. This design is based on our understanding that interns assume the full classroom teacher responsibility while simultaneously taking coursework at Patten College. Because of the special needs of these interns, the program begins with an intensive summer session in order to give candidates the necessary knowledge and develop the skills needed to enter the classroom in the Fall.

The specific identified needs upon which the Patten College Internship Program is based include the following:

- the need to help with the severe teacher shortage in some urban school districts, especially Oakland Unified School District, and prepare future teachers for service in both public and private schools.
- the need to train teachers who will be able to meet the challenges in urban schools where students are from diverse linguistic, cultural, socio-economic, and religious backgrounds; and
- the need to produce teachers who can integrate educational theories and attain high academic, professional and ethical standards appropriate to a successful career with an emphasis on inner city teaching.

The teaching credential program at Patten College has received outstanding commendations. Their guidance, assistance and feedback for student teachers were described as exemplary by the CCTC Committee on Accreditation team members. Another strength noted is the collaborative relationship with placement sites. Patten College's curricular and instructional planning skills and the academic level of teacher candidate work has been cited as excellent.

Institution/Program: Patten College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The teacher preparation programs at Patten College views strategic planning as an action-oriented process that requires the College to make conscious and rational choices as it seeks to achieve specifically stated goals. It also realizes that clear goals and objectives, and a plan to achieve them, can help the Program maintain a balanced perspective and make informed choices as it seeks to fulfill its mission and purpose. Three areas being targeted to improve program excellence and effectiveness that were not in place during 1999-2000 are as follows:

- * Working on whole program review focusing the lens on training teacher candidates to understand and develop a learning environment using standards-based accountability.
- * Working with the total faculty on supervising standards-based instruction.
- * Technology and continued integration into the entire curriculum, will continue to be one of our top priorities. In order to prepare our teacher-candidates to become critical users of computer-based technology to facilitate the teaching and learning process, we are integrating and infusing the technology components into instruction of all core credential courses and field experiences. This endeavor required major revision of course design throughout the whole curriculum. We will now be implementing therevision as planned. Also required was the awareness by the faculty of the need to upgrade their skills in this area. To support this endeavor, the faculty have been given several in-service training opportunities. These opportunities will continue to be an integral part of the faculty support offered to those teaching in the Education Division.

Through strategic planning the College hopes to strengthen its weaknesses, find solutions for problems, and take advantage of new opportunities. It is the College's intention that planning will enable it to identify and maximize new resources, create momentum for action, and help it continue to develop as a viable institution faithful to its mission and responsive to the needs of its constituency.

Institution/Program: Patten College
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	31	29	2
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	31	29	2

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	28	20	1	7
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	28	20	1	7

Institution/Program: Patten College
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Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	3	1	2
In Academic Positions with Rights and Responsibilities	3	1	2
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	7:1	2:1	7:1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Patten College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	16	560
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	16	16	16	100 %
Education Specialist Programs	0			
Total	16	16	16	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Pepperdine University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Pepperdine has enjoyed a long history of preparing teachers and other educational leaders for our nation's schools. This commitment to education reflects the mission of the university which is: Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership. Each member of the University faculty exemplifies Christian values in daily teaching. Pepperdine offers preliminary and professional clear teaching credentials for multiple subject and single subject instruction, with an emphasis in Cross-Cultural, Language and Academic Development (CLAD). The goal of these programs is to help candidates prepare for teaching in a complex environment and to give them the knowledge and skills to grow professionally in such an environment. Four colleges make up Pepperdine University. One of these is the Graduate School of Education and Psychology, which offers the fifth year professional preparation and includes a Master of Arts degree. The Graduate programs are offered at four educational centers: West Los Angeles Center; Orange County Center; San Fernando Valley Center; and the Ventura County Center. Another of Pepperdine's Colleges is Seaver College, a highly selective undergraduate college that provides undergraduate students the opportunity to pursue their Bachelor's degree integrated with their teaching credential. The urban setting of the University and the status of the candidates in the professional preparation programs reflect the need for providing a program that is flexible, and that recognizes the diversity of the population of Southern California.

Institution/Program: Pepperdine University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Located in Southern California, Pepperdine's candidates study and teach in one of the most culturally and linguistically diverse locations in the United States. The university specifically supports the reading and language arts program by providing small class sizes and close mentoring of students by faculty who are models of caring and nurturing teachers. Curricular teaching methods' instructors are generally current practitioners. Students are enrolled in a practicum experience, which contributes to their success in methods and reading instruction competency assessment. Reading faculty members are available to mentor students. The teacher education graduates from Pepperdine University are in demand and the university has had an excellent placement for the last ten years. In March 2000, Pepperdine University's credential programs received full accreditation from the California Commission on Teacher Credentialing with no stipulations for modifications. This substantiates the excellence of the teacher education programs at Pepperdine University. In October 2000, the Western Accreditation for Schools and Colleges (WASC) completed an accreditation visit for Pepperdine University. In February 2001, the final report gave Pepperdine University the highest level of accreditation which is a ten-year accreditation. The major points in the final WASC report: Pepperdine faculty are well qualified and professionally active. There is a strong sense of purpose and direction among each of five schools and their faculties in Pepperdine University.

Institution/Program: Pepperdine University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

In the past, Pepperdine offered a single course to teacher credential candidates to introduce them to the uses of technology in their classrooms. In August 1999, Pepperdine received two grants from the federal government as part of the "Preparing Tomorrow's Teachers to Use Technology" program. As part of this these grant programs, Pepperdine received money to create a model for infusing technology throughout the entire teacher preparation program. Beginning in Fall 2000, the courses include elements that require the personal use of technology by teacher credential candidates and help them learn about the possible uses of technology in teaching practice. A technology consultant oversees the creation and implementation of a technology rich classroom/multi-media resource center. To make certain that candidates are prepared for technology use, all candidates participate in a technology assessment orientation and training. The undergraduate integrated program has state approved subject-matter multiple-subject and single-subject programs. The new Standards of Program Quality for Subject Matter Programs for the Multiple Subject Teaching Credential are being addressed. Another major focus of the new teacher education program is to provide a content-based pedagogy to expand the depth and quality of curricular methods courses offered for students who are seeking either the multiple or single subject teaching credential. Multiple subject candidates are enrolled in five subject areas, including two language arts courses, mathematics, science, and social studies. Single subject students investigate the relationship between content and pedagogy in their subject area.

Institution/Program: Pepperdine University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	410	410	0
Single Subject Candidates	122	122	0
Education Specialist Candidates	0	0	0
Totals	532	532	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	126	89	0	37
Single Subject Candidates	48	31	0	17
Education Specialist Candidates	0	0	0	0
Totals	174	120	0	54

Institution/Program: Pepperdine University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	38	0	61
In Academic Positions with Rights and Responsibilities	8	0	37
In Non-Academic Positions without Rights and Responsibilities	30	0	24
Single Subject	18	0	28
In Academic Positions with Rights and Responsibilities	8	0	17
In Non-Academic Positions without Rights and Responsibilities	10	0	11
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	48:1		32:1
Single Subject Programs	48:1		32:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Pepperdine University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	27	810
Single Subject Programs	30	27	810
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	160	138	138	100 %
Education Specialist Programs	0	0		
Total	160	138	138	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Point Loma Nazarene University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teacher and Graduate Education Programs offer selected credential and degree programs of academic rigor in an environment of vital Christianity in the Wesleyan tradition. Our commitment is to prepare thoughtful, culturally sensitive, scholarly professional educators who utilize the latest research and exemplary methods that ensure learning and achievement. The faculty is committed to equipping students to become influential moral and ethical leaders in a highly competitive, diverse, and ever-changing society.

The San Diego campus primarily serves undergraduate students who complete their teaching credential at or near the same time as their BA. A majority of the students in Pasadena and Bakersfield are already under contract and are perfecting the art and craft of teaching while in the classroom.

We believe that the world can be radically changed by a servant leadership model as evidenced in the life of Jesus Christ. We intend to educate each student who comes to us to view their career as a moral and ethical calling to become leaders of tomorrow. We are challenged and intrigued by the fact that California is culturally more a microcosm of the whole world than it is a microcosm of the United States. In light of California's cultural complexity, we believe that our students need to hone their listening and observational skills, develop genuine empathy for others, and establish relationships with mentors who can serve as cultural guides. We want to sensitize our students to work effectively with students from diverse backgrounds.

We believe that academic rigor for future educators is imperative. Of utmost importance is that our students develop strong reading, thinking, listening, speaking, mathematical, research, technological, writing, and interpersonal skills as they learn their particular area of study. We are committed to continuously increasing our own technological and research skills. Our faculty recognizes the importance of staying current and in the forefront of educational practices that are based on sound research. Through our own effective modeling of all that we advocate, we intend to maintain academic relevance and rigor. We teach our students to view not just each child, but also each parent, staff, faculty member and community member as a special human being of great worth. We ask our students to look beyond their respective classrooms to their role as community members and work to bring about the necessary changes so that our society truly lives out its rhetoric that "All...are created equal."

We are purposeful about creating a sense of dissonance so that students will have to delve deeply to arrive at creative solutions to the complex problems that will face them in the future. Our students hear about the love of God, the grace so freely given, and the personal commitment necessary to live so that their faith, their calling, and their behaviors are in concert.

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Candidates in our program represent a variety of backgrounds and current experiences that call for individualized attention as well as flexible program design. We believe that our ability to structure our program for each location's particular candidates is a program strength, as is our attention to qualified faculty and their relationships with candidates.

Point Loma Nazarene University is approved by the California Commission on Teacher Credentialing (CCTC) to offer the following credentials: Multiple and Single Subject Credentials with Crosscultural Language and Academic Development (CLAD) Emphasis. Faculty in the department is practitioners and specialists in teacher education.

In San Diego, the Department of Teacher Education articulates with 14 other academic departments in the University regarding subject matter preparation of single subject and multiple subject teacher candidates. While the primary focus of the Department of Teacher Education is to prepare teachers, many of the courses are also of value to those who are interested in professions such as social work, human environmental sciences, religious studies, and early childhood education. The teacher education courses are sequenced so that candidates are initially educated from a more global perspective of education. Then, the focus of the courses shifts toward methodologies, and the application and practice of theory and research. The practice and application components of the methods courses are easily facilitated because the Teacher Education program is field-based. All candidates are required to be in classrooms for approximately 85 hours of documented and evaluated observation and participation prior to student teaching.

In Pasadena and Bakersfield, all candidates for teaching credentials have already completed their BA. A majority of the candidates are under contract with public school districts. These candidates bring an urgent need for information and guidance in their practice. The program in these locations allows for admission at a variety of times in order to accommodate candidate needs. Once admitted to the program, the coursework allows candidates to work expediently toward their credentials. Alongside the coursework, supervisors help candidates transfer the theory into reality in their K-12 classrooms. As candidates progress, they are encouraged to study in additional education fields, such as administration or counseling, so that they might be prepared to serve in a variety of leadership roles in their schools and districts.

Qualified persons teach all courses and supervise the components of the professional development experiences that are included in the education program. All full time and adjunct faculty have had school site and/or district office experience. Courses are assigned based on the academic expertise, experience and interests of the faculty. Positive feedback from students in classes and site administrators working with candidates support our belief that Point Loma Nazarene University has an outstanding faculty preparing candidates in the teaching credential program. There is an expectation that faculty members maintain a high level of involvement with schools and districts in the community in order to stay current regarding changing demographics, curriculum, programs, and administrative needs. We believe that relationships do precede learning and we encourage all professors to act, not only as instructors, but also as mentors to our students.

Institution/Program: Point Loma Nazarene University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Several new initiatives have been implemented since 1999-2000 because of collaboration with local school districts. These initiatives have helped us strengthen our programs by linking our work more directly with classroom practice and the realities of today's public school teachers.

In San Diego, a partnership with the Chula Vista Elementary School District was approved by university faculty, school district administration, teachers' association and the California Commission on Teacher Credentialing to implement a Beginning Teacher Support and Assessment (BTSA) program. In this program, university faculty and classroom teachers partner with beginning teachers to assist them in becoming successful teachers. Training for the program was provided with both university and school district personnel together. This training gave everyone a common vocabulary with which to describe practice of beginning teachers. In addition, ways to help beginning teachers be more reflective were shared. Finally, the paperwork and other program requirements were given. This joint training helped to build relationships among those who would then be in the district helping new teachers. The program has allowed university faculty much access to new teachers and their unique situations. As a result of the time together, faculty have revised their coursework to more accurately reflect what a new teacher will be going through at the beginning of their career. The partnership has been a win-win-win: for the university, the school district and the new teacher. We hope that the positive results will be reflected in student achievement.

In Pasadena and Bakersfield, collaboration with school districts and county offices indicated a need for intern and pre-intern programs. Both Los Angeles and Kern counties have a high percentage of emergency credential teachers. In order to better meet the needs of teachers already in the classrooms, these programs were designed to provide additional support for candidates. The candidate will continue to take coursework and learn the necessary theory for informed teacher decision-making, but then the university, school district and school site all work together to help the candidate translate the theory into practice. Faculty use real life problems and examples they have seen from their classroom visits. Faculty from Pasadena and Bakersfield work not only with local school districts, but also with other institutions of higher education in better meeting the needs of these particular candidates. Professors attend training and update sessions to learn more and share about their experiences. Again, we believe that the proof of the program's success will be in student achievement.

Institution/Program: Point Loma Nazarene University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	148	148	0
Single Subject Candidates	125	125	0
Education Specialist Candidates	0	0	0
Totals	273	273	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	135	100	0	35
Single Subject Candidates	90	61	0	29
Education Specialist Candidates	0	0	0	0
Totals	225	161	0	64

Institution/Program: Point Loma Nazarene University
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Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	12	0	5
In Academic Positions with Rights and Responsibilities	3	0	1
In Non-Academic Positions without Rights and Responsibilities	9	0	4
Single Subject	9	0	6
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	6
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	20:1		18:1
Single Subject Programs	20:1		18:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Point Loma Nazarene University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	20	16	320
Single Subject Programs	20	16	320
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	64	62	60	97 %
Education Specialist Programs	0	0		
Total	64	62	60	97 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Santa Clara University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Santa Clara University is a Catholic and Jesuit institution that makes student learning its central focus. Student learning takes place in an environment that integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world. The Department of Education plays an important role in advancing the mission of the university and places a special emphasis on issues of diversity and social justice. Graduates of the teacher preparation program are sensitive to all forms of diversity and develop learning environments where students can grow in knowledge, imagination, compassion, competence, social responsibility and self esteem. The department seeks to attract students that represent a wide range of ethnic and social diversity. Because the program of preparation is primarily a fifth year, many second career individuals are attracted to the program. This older student population is enhanced by the presence of an intensive internship program that is the product of a collaborative effort between the department and several nearby school districts. Through this program, individuals are employed by school districts while they complete credential requirements. Scholarships are available for those who need financial assistance. The department places a special focus on teaching those K-12 students that are the most in need. Field placements are all in settings where there is a diverse student population.

Institution/Program: Santa Clara University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

One quality that contributes to program excellence is the integration of theory and practice with a heavy emphasis on field applications. All students in the preparation program have field experience assignments during each phase of their preparation. Students in the regular preservice program are assigned to a school for the entire program. This allows for an immediate application of concepts presented in classes to the field. In addition, it acquaints them with issues and concerns related to teaching. These issues are brought back to campus to help enrich the classes they are completing. Students in the intern program have responsibility for a classroom and are therefore eager to learn those concepts and principles that will enhance their success. They are able to obtain this information through constant interaction with both university and school district supervisors and in regular sessions that focus on the challenges of teaching in the contemporary world. Another quality of the program that enhances excellence is a major focus on teaching a diverse student population. Students in the program all take course work focusing on cross-cultural communication, social and philosophical dimensions of working with diverse populations, teaching linguistically diverse students and first and second language acquisition. In addition, all students are involved in a service learning project. This project requires that all students implement a literacy project at sites such as community centers and juvenile centers. The goal of this assignment is to provide students with an experience working with the under-served population of the region. It has the additional benefit of helping students understand that everyone can learn. The major emphasis throughout these courses is on professional inquiry and on the development of reflective teachers.

Institution/Program: Santa Clara University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

There are several new initiatives undertaken that will improve program effectiveness. The first of those is the creation of a Department of Education. Several different programs were joined together in an effort to improve communication and to better fulfill the mission of the university. As a result of this effort, three new faculty were hired for the 2000-2001 academic year with other positions identified to be filled in coming years. The creation of a department enhances record keeping and improves both the recruitment and the retention of quality students. Other initiatives focus on the enhancement of reading instruction through the hiring of an additional faculty member and the creation of a reading clinic. This will allow candidates in the program to better diagnose and address reading difficulties. The application of technology throughout the preparation sequence has been emphasized and all courses have been revised to include a technology component. Additional sections of classes have been created to allow more specialized attention to the different needs of elementary and secondary candidates. Plans are underway to create sections and classes that target the unique needs of the middle level student. Fieldwork competencies have been reviewed and plans have been made to improve the selection and the training of resident teachers who work with teacher education candidates. As an educational institution and not an employer, we are unable to track those students in our Teacher Education Program who are operating under emergency credentials.

Institution/Program: Santa Clara University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	98	81	17
Single Subject Candidates	39	24	15
Education Specialist Candidates	35	20	15
Totals	172	125	47

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	98	81	17	0
Single Subject Candidates	39	24	15	0
Education Specialist Candidates	35	20	15	0
Totals	172	125	47	0

Institution/Program: Santa Clara University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	5	2	1
In Academic Positions with Rights and Responsibilities	3	1	1
In Non-Academic Positions without Rights and Responsibilities	2	1	0
Single Subject	1	1	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	1	1	0
Education Specialist	3	3	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	2	2	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	12:1	12:1	
Single Subject Programs	12:1	12:1	
Education Specialist Programs	6:1	6:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Santa Clara University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	10	300
Single Subject Programs	15	10	150
Education Specialist Programs	30	11	330

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	47	44	43	98 %
Education Specialist Programs	4	4		
Total	51	48	47	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

**Institutional Report of Teacher Preparation Programs in 1999-2000
(First Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Simpson College**

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Institution/Program: Simpson College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates
During 1999-2000

Institution/Program: Simpson College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: Simpson College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	84	84	0
Single Subject Candidates	15	15	0
Education Specialist Candidates	0	0	0
Totals	99	99	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	84	84	0	0
Single Subject Candidates	15	15	0	0
Education Specialist Candidates	0	0	0	0
Totals	99	99	0	0

Institution/Program: Simpson College

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	16	0	0
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	10	0	0
Single Subject	4	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	12:1		
Single Subject Programs	12:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Simpson College

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	7	18	126
Single Subject Programs	7	18	126
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	84	83	76	92 %
Education Specialist Programs	0	0		
Total	84	83	76	92 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: St. Mary's College of California
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School of Education at Saint Mary's College is committed to the discovery, application, and integration of knowledge about education and human services. We offer a unique blend of theory, research, and best practice, infused within skill- and performance-based programs that are presented in a holistic, humanistic atmosphere. Our credential programs require that students 1) be provided with a learning environment that is supportive and conducive to inquiry, 2) examine their own beliefs about learning in the context of educational theory, and 3) have an opportunity to develop field-based competencies necessary to implement their beliefs. We feel that students must be given an opportunity to develop their teaching skills in real classrooms, with real kids. To that end, we strive to bring students into contact with K-12 students in as many contexts as possible: in public, as well as in private schools; in urban, as well as in suburban areas; with elementary, middle school and high school students. We believe that only through practical apprenticeships will students come to understand the connections between theory and practice.

Our purposes include helping students become knowledgeable about their areas of expertise, insightful, and as committed to issues of ethics and values as to academic excellence. We believe that they should be sensitive to multicultural issues, and to California's increasingly complex social milieu. They must also be competent professionals, able to act as agents for educational change in their communities. In short, we strive to prepare students for independent thought, spiritual growth, active citizenship, and productive lives.

Institution/Program: St. Mary's College of California
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The cornerstone upon which the School rests is the quality of the interaction between our students and teachers. Ideals of excellence, service, and collaboration animate our work. Reflecting an educational tradition that descends to us from Socrates, we seek to engage students in dialogue, treat them with respect and compassion, and give form to the educational ideals espoused by Saint Jean Baptiste de LaSalle more than three hundred years ago. As we "Create the Future Together", we believe in:

- The liberation of the spirit and mind.
- The necessity of building and maintaining a healthy community.
- A strong foundational base.
- A strong curriculum.
- Students as agents of change.
- Service as central to who we are.
- Community support and involvement.
- The effective achievement of goals.
- Student development.
- A continuous commitment to education.

To this end, faculty members in each program model the types of practices that are consistent with a holistic view of learning and a humanistic approach toward students. Students can expect faculty and staff members to care about them and to treat them with respect, both during and after their studies at Saint Mary's College. Since we place primary importance on teaching and learning, students find support and flexibility in programs designed to accommodate individual needs. Faculty members actively engage in their own personal and professional growth, and take every opportunity to stimulate such growth in students.

Institution/Program: **St. Mary's College of California**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: St. Mary's College of California
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	250	250	0
Single Subject Candidates	132	132	0
Education Specialist Candidates	72	72	0
Totals	454	454	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	108	76	0	32
Single Subject Candidates	33	11	0	22
Education Specialist Candidates	22	3	0	19
Totals	163	90	0	73

Institution/Program: St. Mary's College of California
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	25	0	8
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	25	0	8
Single Subject	15	0	10
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	15	0	10
Education Specialist	11	0	9
In Academic Positions with Rights and Responsibilities	3	0	2
In Non-Academic Positions without Rights and Responsibilities	8	0	7

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	26:1		26:1
Single Subject Programs	24:1		24:1
Education Specialist Programs	24:1		24:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: St. Mary's College of California
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	26	14	364
Single Subject Programs	15	17	255
Education Specialist Programs	15	20	300

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	104	102	100	98 %
Education Specialist Programs	1	1		
Total	105	103	100	97 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Stanford University
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Stanford Teacher Education Program seeks to prepare and support teachers to teach diverse learners to high intellectual, academic and social standards by creating equitable classrooms and schools. This mission is increasingly important to the sustenance of a democratic society. Schools must become dramatically more successful with a wide range of learners if our citizens are to acquire the sophisticated skills they need to participate in a knowledge-based society. Teacher expertise and effectiveness are critical to the success of education. Growing evidence indicates that teacher quality is one of the most powerful influences on student achievement - more powerful than almost any other school resource and as influential as student background factors like poverty, language background, or family status. Higher expectations for student learning and greater diversity among students create a need for educators to be more knowledgeable than ever before. The kind of teaching needed to help students learn to think critically, create, solve complex problems, and master ambitious subject matter content is much more demanding than that needed to impart routine skills. In an era when the student population is more diverse than ever before, teachers are being asked to achieve these goals for all children, not just the 20% who have traditionally been selected into gifted and talented or honors programs. Only educators who are diagnostic about learning and extremely skillful in using a wide range of teaching methods can respond appropriately to diverse students' needs and enable them to succeed at challenging learning goals.

Institution/Program: Stanford University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The Stanford Teacher Education Program is a 12-month course of postbaccalaureate study (four academic quarters beginning in summer) for prospective secondary teachers. The program combines a full year of student teaching with 45 credits of graduate coursework leading to a Master of Arts in Education and a California Professional Clear Single Subject Teaching Credential with CLAD (Crosscultural, Language, and Academic Development) certification. STEP's small size (between 60 - 80 students), access to top faculty and cooperating teachers, and coherent design offer highly focused instruction interwoven with hands-on teaching experience, sustained mentoring, and personalized advisement.

STEP's program design takes into account the integration of the many areas of knowledge that underlie effective teaching and provides opportunities for observing, planning and practicing pedagogical approaches in specific clinical contexts. STEP students are placed in year-long clinical placements in the classrooms of cooperating teachers in local secondary schools. University supervisors are experienced teachers of the subject matters in which they supervise. Together, cooperating teachers and university supervisors provide structured and supportive coaching and mentoring to the STEP students who gradually move from observing classrooms and co-teaching to fully independent student teaching. Stanford faculty members and practicing teachers co-teach the courses of the university-based STEP curriculum, which is designed and sequenced to articulate with the clinical experience. This program of study is designed to help students gradually develop the many areas of knowledge that constitute the basis of professional teaching practices, and engage in various modes of inquiry and constant reflection.

Institution/Program: Stanford University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The development of greater coherence in the STEP program rests on a number of changes: the development and sharing of a common vision; a sequence of courses that are designed to gradually build student-teachers' professional knowledge base; and a planned organizational structure that brings faculty from various STEP courses together. At the same time, these changes also meet the goal of strengthening the links between theory and practice by tightening connections between students' coursework and clinical work. One of the central elements of the redesigned STEP program is the development of a common vision of what good teaching looks like-what a STEP graduate should be able to do-as well as a common vision of the pedagogy and practice that contributes to that development. The California Standards for the Teaching Profession and the National Board of Professional Teaching Standards (NBPTS) that are being used in the curriculum and coursework to guide the portfolio also guide the supervision and assessment processes of the STEP program. Teaching Supervisors and Cooperating Teachers use a standards-based observation protocol as a means of assessing student-teachers' progress and development. We also focus upon creating professional development relationships with a small number of Bay Area schools to create a web of professional relationships that reflect, reinforce and continue to build environments where the kind of teaching STEP envisions can flourish.

Institution/Program: Stanford University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	58	56	2
Education Specialist Candidates	0	0	0
Totals	58	56	2

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	0	0	0	0
Single Subject Candidates	58	56	2	0
Education Specialist Candidates	0	0	0	0
Totals	58	56	2	0

Institution/Program: Stanford University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	17	2	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	17	2	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs			
Single Subject Programs	4:1	1:1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Stanford University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	0	0	0
Single Subject Programs	20	6	120
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	0			
Education Specialist Programs	0			
Total	0			

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: The Master's College
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Master's College provides approved professional preparation programs for candidates desiring to teach in elementary or secondary schools.

The mission of The Master's College is to "empower students for a life of enduring commitment to Christ, biblical fidelity, moral integrity, intellectual growth and lasting contribution to the Kingdom of God." The Teacher Preparation Program, within these guidelines, purposes to provide (1) a program founded on a biblical perspective and scriptural principles, (2) preparation oriented to the needs of elementary and secondary pupils, (3) periodic review of the program in light of changing (a) needs of credential candidates, (b) research on schools and learning, (c) demands of the education profession and (d) needs of the local school community.

The goal of the Education Department is to prepare teachers who will be successful and effective in California's public or private school environments. Candidates are carefully selected and provided with an academically strong, nurturing atmosphere to foster development of their unique abilities as they move toward their professional goal.

The Master's College has cultivated positive relationships with 5 local school districts for many years. Students from diverse backgrounds make up at least 25% of the student body in 23 of the 40 schools. There are 25 California Distinguished Schools and 5 Blue Ribbon Schools among the 40 schools. Four schools received a statewide rank of 6 on the 1999 Academic Performance Index. Fifteen ranked 10. The other 24 ranked 7-9.

Institution/Program: The Master's College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Full-time faculty teaching professional courses have public school classroom experience. They also supervise student teachers weekly. Adjunct professors are currently teaching in public schools.

Faculty members advise candidates each semester regarding course registration. Candidates keep the same advisor through graduation and credentialing. Meetings are held each semester to alert candidates to requirements.

The college provides a number of opportunities to serve in the inner city of Los Angeles as well as in countries around the world. Candidates may study for a semester in Israel. This gives them first-hand experience with diverse backgrounds.

Courses are designed to require candidates to apply what they are learning to assignments that are similar to the tasks they will have as teachers. Candidates have fieldwork with every professional class, and are required to plan and teach units in a classroom.

Master teachers are carefully selected with the particular candidate in mind. College supervisors meet personally with teachers to orient them to college requirements. During student teaching, candidates are visited weekly by the college supervisor.

The administration and other departments in the college are supportive of the goals of the department and create and adapt courses as necessary. There is a strong commitment to incorporating technology into courses college-wide. This has included equipping classrooms with computer ports and PowerPoint projectors and supplying computers to all faculty.

Candidates are advised of financial aid that is available specifically for prospective teachers. Tuition is reduced for professional courses and student teaching once a candidate has graduated.

Institution/Program: The Master's College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

In February, 2000, the Teacher Preparation Committee was visited by an Accreditation Team. The program was given accreditation with technical stipulations. In response to these stipulations, the department has implemented procedures that involve contacting churches, schools and other organizations that could provide names of qualified adjunct professors from ethnically diverse backgrounds. The secondary courses have been revised to provide more exposure to classroom management and course specific methods. In addition, formal procedures are being implemented with the high school district to enable secondary candidates to fulfill specific assignments in local schools using particular methods in their subject areas.

In February, 2000 the college was visited and approved by WASC until 2008 with a focus visit in 2003.

The college's strategic plan includes ways to facilitate the widespread incorporation of technology with hardware and training. Professors are requiring more on-line work, are developing web pages for classes, and are using PowerPoint presentations. Two of the four education faculty members are on the Technology Committee. The department has also been examining ways to implement technology into the preparation program.

A fourth full-time faculty member was added to the department in Fall, 2000. His qualifications will strengthen the secondary program, reduce the advising load for all professors, and provide technology expertise.

The reading preparation program was certified by the Commission on Teacher Credentialing in September, 1998. During the 1999-2000 year the pass rate on the Reading Instruction Competence Assessment was 100%.

Institution/Program: The Master's College
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	56	56	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	0	0	0
Totals	78	78	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	22	22	0	0
Single Subject Candidates	3	3	0	0
Education Specialist Candidates	0	0	0	0
Totals	25	25	0	0

Institution/Program: The Master's College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	4	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Single Subject	1	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	8:1		
Single Subject Programs	8:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: The Master's College
--

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	16	640
Single Subject Programs	40	16	640
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	20	20	20	100 %
Education Specialist Programs	0	0		
Total	20	20	20	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: United States International University
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Part A:
Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of United States International University is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a changing world. This mission is achieved through programs that promote higher order thinking, literacy, a global understanding and multicultural perspective, preparedness for career, and community service. The Teacher Education Program supports this mission by emphasizing collaborative learning, critical thinking, ethics, and practical application of teaching skills. This commitment involves preparing teachers to be skilled practitioners who utilize effective strategies and technologies and practice reflective, inquiry-based thinking to continue to learn and improve the quality of their teaching.

The Teacher Education Program is an integral part of the Department of Education within the College of Arts and Sciences. The program benefits from full time faculty who also teach in the masters and doctoral programs in Education. Students who complete a preliminary single or multiple subject credential program at USIU are encouraged to continue their studies in the university's Master of Arts in Education Program where they may apply 16 units of credit from their credential work.

Institution/Program: United States International University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The Teacher Education Program at United States International University is characterized by a commitment to excellence on the part of faculty, staff, and students. Full-time faculty hold doctoral degrees and have extensive experience as teachers or administrators in elementary and secondary schools. They contribute to on-going scholarship through their publications and presentations at national and international conferences. Qualified practitioners from the field are selected to teach courses that draw upon their particular areas of expertise. Our Student Services Department and Credentials Office are staffed by qualified professionals who provide personal guidance and attention to our students and their credentialing requirements. The focus of both faculty and staff is on insuring that our students receive the best preparation possible for their chosen profession.

Small class size provides opportunities for students to learn and practice cutting-edge instructional strategies and to develop on-going professional relationships with their professors. Evening sessions allow working adults the opportunity to participate in the program. Our students tend to be serious individuals interested in becoming skilled practitioners who can make a difference in the lives of children.

The Education Department maintains partnerships with schools in San Diego County providing faculty with an opportunity to work closely with teachers in the field. These collaborations combine the know-how of experienced teachers with that of professors to be in the forefront of educational improvement. This process enables faculty to provide current, field-tested knowledge to all students. It has been a longtime tradition and focus of this program to prepare not only highly skilled practitioners but also leaders in the educational community.

Thus, our program is distinguished by a dynamic responsiveness to current issues and problems in today's classrooms. It is characterized by multicultural and global perspectives in which multiple viewpoints are considered and all students and cultures are valued. Students receive extensive training in designing curriculum and utilizing strategies that are supportive of English language learners.

Institution/Program: United States International University
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

In response to the new technology standard issued by the state of California, the Teacher Education Program has embarked on implementing a technology plan to extensively infuse the use of technology into its curriculum. Students will be trained to use technology as an invisible tool for designing, delivering, and evaluating authentic learning experiences.

Additionally, the program will continue to emphasize California's Standards for the Teaching Profession in all phases of pre-service training. Use of the standards as the driving force of this program provides students with practical skills that can be applied to the classroom to increase learning and to combat teacher "burn out". This emphasis facilitates first year teachers taking full advantage of the Beginning Teacher Support and Assessment (BTSA) Program.

Institution/Program: United States International University
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	115	115	0
Single Subject Candidates	114	111	3
Education Specialist Candidates	0	0	0
Totals	229	226	3

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	57	55	0	2
Single Subject Candidates	54	41	3	10
Education Specialist Candidates	0	0	0	0
Totals	111	96	3	12

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	18	0	2
In Academic Positions with Rights and Responsibilities	18	0	2
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	18	3	7
In Academic Positions with Rights and Responsibilities	18	3	7
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	5:1		5:1
Single Subject Programs	5:1	5:1	5:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: United States International University
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	30	18	540
Single Subject Programs	30	18	540
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	43	43	42	98 %
Education Specialist Programs	0			
Total	43	43	42	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of LaVerne

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teacher Education Program at the University of La Verne prepares students for CLAD/BCLAD Multiple Subjects and CLAD/BCLAD Single Subject Credentials for K-12 teaching. The program is designed to foster prospective teachers' ability to: (1) create an environment that incorporates communication with students, (2) develop an appreciation for differences, (3) understand the basis for a healthy self-concept, and (4) develop self-awareness, all within the context of appropriate pedagogical skills. A Mission Statement, developed by the Education Department, supports this rationale: The mission of the Education Department at the University of La Verne is to provide students with the knowledge, skills, and value orientation to become competent facilitators of human development. The education environment is characterized by small class size and access to professional staff. Leadership is provided by motivated faculty who possess appropriate academic preparation, extensive practical experience, and excellent teaching skills. Program emphases are the development of self-awareness, celebration of diversity, growth in personal meaning and values, through a theoretical and applied knowledge base and diverse instructional methodology. The K-12 students served represent the rich diversity found throughout California. Prospective teachers trained at the University of La Verne are representative of the diversity found in the student population of California, and the program is founded on the belief that all teachers in California need a variety of skills to meet the diverse populations served. Students are trained on the main campus in the city of La Verne, and in locations off campus, including Bakersfield, Newhall, Ventura, and Cerritos.

Institution/Program: University of LaVerne

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Program excellence indicators are found in the following areas: (1)The quality of the reading preparation in the program: Candidates in the CLAD/BCLAD Multiple Subjects program have a rigorous program of preparation to teach reading. Each student in both Multiple and Single Subject programs is independently visited and assessed by a reading supervisor two times during the semester, in addition to the assessment of teaching of reading by the University supervisor assigned to the candidate for student teaching. This emphasis on the teaching of reading and its success is supported by the 96% passage rate for the RICA in the 1999-2000 year. (2)The diversity of the candidates in the program, and commitment to serving the needs of California's diverse populations: Candidates in the CLAD/BCLAD Multiple Subjects program and the CLAD/BCLAD Single Subject Program represent the diversity found in the classrooms of California. The candidate pool is 58% white, 27% Latino, 6% African American, 3% Asian and 6% other. The University believes that all teachers in California need a variety of skills to meet the needs of the diverse population served. The candidates have not only the means to function in the diverse classroom of today, but to capitalize on that diversity. (3)Support for Emergency Permit and Intern Teachers: The University is committed to support for emergency permit and intern teachers. Weekly visits are part of the student teaching phase, and the small class environment provides opportunity for learning growth in teaching strategies.

Institution/Program: University of LaVerne

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

As the Teacher Education Program continues to prepare teachers for the diverse population of the California schools, continual reflection and assessment needs to occur. New initiatives to improve program excellence beyond the year 1999-2000 include: (1)Development of a distance learning component to increase full-time faculty participation in the off campus programs: As the off campus teacher education program grows, full time faculty, responsible for the key courses in the program need to insure quality control in the coursework being offered. Development of a distance learning component for each course taught by the full time faculty would insure continuity in coursework throughout the system. (2)Continue to keep the student foremost as the program grows: The University of La Verne prides itself on the student focus in its program. The small class, personalized nature of the program will be preserved as the program grows. (3)Hire full-time faculty to coordinate and teach in off campus sites: To date one full time faculty coordinates the off campus sites. The goal is to have one full time faculty for two clusters.

(4)Hire faculty to represent the diversity of the students in the program and in the schools in California: Currently the full time teacher education faculty is 83% white and 17% Latino. As the program grows, and new full time faculty are added a commitment to hiring a diverse faculty is a priority.

Institution/Program: University of LaVerne

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	447	431	16
Single Subject Candidates	210	209	1
Education Specialist Candidates	0	0	0
Totals	657	640	17

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	168	66	17	85
Single Subject Candidates	67	22	0	45
Education Specialist Candidates	0	0	0	0
Totals	235	88	17	130

Institution/Program: University of LaVerne

Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	17	7	27
In Academic Positions with Rights and Responsibilities	3	3	5
In Non-Academic Positions without Rights and Responsibilities	14	4	22
Single Subject	13	0	20
In Academic Positions with Rights and Responsibilities	4	0	3
In Non-Academic Positions without Rights and Responsibilities	9	0	17
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	18:1	18:1	18:1
Single Subject Programs	18:1		18:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of LaVerne

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	14	560
Single Subject Programs	40	14	560
Education Specialist Programs	40	14	560

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	158	154	148	96 %
Education Specialist Programs	0	0		
Total	158	154	148	96 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **University of Phoenix**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

MISSION

The University of Phoenix is a private, for-profit higher education institution whose Mission is to provide high quality education to working adult students. The University identifies educational needs and provides, through innovative methods including distance education technologies, educational access to working adults regardless of their geographic location. The University provides general education and professional programs that prepare students to articulate and advance their personal and professional goals.

The University's educational philosophy and operational structure embody participative, collaborative, and applied problem-solving strategies that are facilitated by faculty whose advanced academic preparation and professional experience help integrate academic theory with current practical application. The University assesses both the effectiveness of its academic offerings and the academic achievement of its students and utilizes the results of these assessments to improve academic and institutional quality.

The College of Education at the University of Phoenix is guided by its own vision and mission that informs our work with teacher candidates and professional educators; "Impacting Student Learning, One Educator at a Time". Our programs encompass the initial preparation of professional educators, graduate level degrees, and professional development courses and programs. The College of Education constantly works towards our vision. The College of Education is a leader in innovative educational solutions for developing educators, impacting P-12 students, and meeting school needs by:

- Offering a comprehensive set of programs that recognize and address the developmental process of teaching and learning in a diverse society.
- Employing a practitioner faculty who are recognized as experts in the educational community.
- Using integrated technologies to impact learning.
- Emphasizing assessment and self-assessment of teaching and learning on a continuing basis.
- Sharing our model and best practices with our colleagues.

Institution/Program: University of Phoenix

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

INSTITUTIONAL PHILOSOPHY/PROGRAM FRAMEWORK

Learning is the key to any educational program. The University of Phoenix offers a teacher education program that is focused on P-12 student learning by improving the educator responsible for that learning. Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective educators.

OUTCOMES

The teacher preparation program has been designed to connect teacher learning directly to P-12 curriculum standards and, therefore, classroom learning. Assignments and experiences are grounded in the P-12 classroom so that the candidate can immediately understand how to impact their own students' learning. Teacher candidates who complete the program will understand and have experience in:

- Teaching in Diverse Environments
- Learning Theory
- School Law and Ethics
- Classroom Management
- Curriculum Design and Assessment
- Instructional Strategies
- State and National Standards
- Literacy
- Family and Community Collaboration
- Technology

COMPONENTS

The following key components provide the foundation for the teacher education program:

- Field Experiences and Student Teaching
- Integrated Technology
- Reflective Practice
- Critical Thinking
- Learning Teams
- Professional Teacher Portfolio
- Experienced Faculty

Institution/Program: University of Phoenix

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Future Endeavors (New Initiatives)

The Post Baccalaureate Teacher Education Program is currently being revised from a certificate program to a Master's Degree (MAED) program, leading to teacher licensure. The conceptual framework of the program is, in part, based upon the work of Charlotte Danielson (1996) who defined a "framework for teaching." This framework identifies those aspects of a teacher's responsibility that have been documented through empirical studies and theoretical research as promoting improved student learning. Those responsibilities describe what teachers should know and be able to do in their profession.

The teacher education program will continue to be designed to connect teacher learning directly to P-12 curriculum standards and, therefore, classroom learning. Assignments and experiences are grounded in the P-12 classroom so that the candidate can immediately understand how to impact their own students' learning.

Institution/Program: University of Phoenix

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	17	17	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	17	17	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	8	0	0	8
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	8	0	0	8

Institution/Program: University of Phoenix

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	0	2
In Academic Positions with Rights and Responsibilities	0	0	1
In Non-Academic Positions without Rights and Responsibilities	0	0	1
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs			4:1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of Phoenix

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	36	1,440
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	0			
Education Specialist Programs	0			
Total	0			

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of Redlands
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School of Education at the University of Redlands offers a range of professional preparation programs and credentials for undergraduates and adult learners. Our Basic Teaching Credential program serves those who are traditional-age students as well as those who are returning to our campus at night to complete their professional preparation for classroom teaching. Our Adult Learning program offers not only the Teaching Credential in the Basic Teaching Credential program but also Master's degrees and/or credentials in School Counseling and Educational Administration at the initial credential level as well as the advanced level, and Curriculum and Instruction.

In addition, our offerings include a stand-alone Cross-cultural Language and Academic Development (CLAD) Certificate and a Technology Certificate. Our programs are offered on-campus as well as in off-campus sites, most notably in Fontana, with whom we have a partnership agreement for teacher preparation, and in El Centro where we have offered both the Counseling and Administration credential programs.

All of our programs carry forth our mission to promote social justice and equity in education. We are keenly aware that our students will serve a widely diverse student population and they must be well prepared to meet the challenges and needs represented in our surrounding school districts. Our commitment to the children who will be taught by our program completers is evident in our syllabi and in our shared philosophical approach to education.

Institution/Program: University of Redlands
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

In 1999-2000 we began a partnership with the Fontana Unified School District under the Pre-Internship/Internship program sponsored by the state. This program has provided us an opportunity to work in close collaboration with a large and very diverse area school district. We recently restructured our program to include a course in Classroom Management, so that we might better prepare our program completers for the classrooms that await them. We have revised our syllabi for the Basic Teaching Credential program in order to address the new state Technology Standards. As a result, our courses now include an infusion of technology-based activities. The activities are all designed to help our students integrate technology into their own curriculum practices. In addition, members of the Basic Teaching Credential faculty have met to review the integration of social justice and equity into our classes. Some syllabi have been enhanced to emphasize our school's commitment to these important issues.

Institution/Program: University of Redlands
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

The University of Redlands has provided substantial support for the School of Education, most notably by refurbishing a building on campus to house our school. In addition to the move, the University obtained funding to equip the classrooms in our new facility with state-of-the-art technology. Our new facilities will now feature "smart" classrooms, a student work and resource room, and professional development services to ensure that all faculty members will be able to integrate all the new equipment into their teaching.

As mentioned earlier, Classroom Management will become an official course offering in September 2001 providing our students with much needed strategies for effectively and equitably managing young people. Finally, we are in the early stages of developing a partnership for teacher preparation and professional development with the Lewis Center located in Apple Valley. This initiative will include the development of a Center for Excellence in Pedagogy-an entity that will provide research funds for the scholarly activities of faculty.

Institution/Program: University of Redlands
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	126	93	33
Single Subject Candidates	37	12	25
Education Specialist Candidates	0	0	0
Totals	163	105	58

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	144	96	18	30
Single Subject Candidates	43	15	17	11
Education Specialist Candidates	0	0	0	0
Totals	187	111	35	41

Institution/Program: University of Redlands
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	23	23	0
In Academic Positions with Rights and Responsibilities	5	5	0
In Non-Academic Positions without Rights and Responsibilities	18	18	0
Single Subject	12	12	0
In Academic Positions with Rights and Responsibilities	3	3	0
In Non-Academic Positions without Rights and Responsibilities	9	9	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	48:1	48:1	**
Single Subject Programs	48:1	48:1	**
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

** Emergency Teachers are supervised by Intern Teacher Supervisors

Institution/Program: University of Redlands
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	25	14	350
Single Subject Programs	25	14	350
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	126	115	111	97 %
Education Specialist Programs	0	0		
Total	126	115	111	97 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of San Diego

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Learning and Teaching program serves a diverse student population from the greater San Diego area, the state, region and from abroad. The faculty in the program are dedicated to a standards-based approach in the preparation of candidates to teach and network in the culturally diverse K-12 environment that is emerging in southern California and across America. As such, course objectives are closely aligned with California Standards for the Teaching Profession (CSTP) and California State credentialing standards. In addition, students are thoughtfully placed in the local urban school district for observations, practicum and student teaching experiences. Building upon the principles of pedagogy, ethical and moral philosophy of service and relevance to the school-districts we serve, faculty are committed to pedagogical practices that model inclusiveness, democracy and social justice. The guiding principles that inform our work with teacher candidates include reflection, human dignity, character development, democracy and service. Candidates are required to reflect about aims, curriculum and pedagogy. This reflective quality is critical to teacher candidates as they work to develop skills, improve knowledge and augment thoughtful democratic practices that support inclusiveness. The support for inclusiveness is based upon the idea of human dignity. In our view, all human beings have the right to learn and grow together in shared environments that offer individuals the opportunity to live culturally valued lives. We seek to support education for all students as we believe no student should be denied access to the range of social and learning experiences available to advantaged children.

Institution/Program: University of San Diego

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Teacher candidates receive individual attention during advising from faculty members. Faculty are student oriented and they value their contacts with pre-service teachers in the field and in the classroom. Committed to bridging theory and practice, the Learning and Teaching faculty have played a leading role in the institutionalization of service learning at USD. This powerful pedagogical tool provides students the opportunity to learn course material more thoroughly and to deepen commitment to social responsibility and justice. Examples of service learning opportunities that teacher candidates engage in include working with developmentally delayed adults in a group living facility, serving the needs of low income children at a local Head Start program, and serving as literacy tutors in local elementary and middle schools, at a local Sudanese immigration center, and in the area settlement house where children who are recent immigrants to San Diego (at least five languages are spoken: Vietnamese, Laotian, Chinese, Spanish, and Filipino) are provided with support and language instruction. The service learning experiences are integrated with course objectives and involve critical reflection before and after experiences to process and deepen understanding. Combined with methodological instruction, service learning also enables teacher candidates to structure age appropriate service learning for their own students.

Institution/Program: University of San Diego

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Several new initiatives were implemented during the 2000-01 academic year in the areas of Special Education and International education. Recognizing the importance of inclusive practices, the Learning and Teaching program recently added Special Education to our credential offerings. Teacher candidates at the University of San Diego can receive a California credential in the following areas: Level I and II Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education. Courses are offered in a flexible format to accommodate the needs of nontraditional students. The faculty in Learning and Teaching are involved in aspects of educational reform in the United States and abroad. We continue to work to develop partnerships with educators in countries such as Mexico and Kazakhstan. Recently, educators from the Republic of Kazakhstan came to USD as a result of the work of one of our faculty members to assist them in bringing new skills to teachers as they work to reform that nation's k-12 educational system. Teacher candidates were presented with opportunities to engage in dialogue with these educators who offered a unique international perspective. Given the growing population of Spanish speaking children and families in California and the greater San Diego area, our Bilingual program is integral for our students. Faculty capitalize on the close proximity of the Mexican border through partnerships, exchanges and dialogue. Included in the curriculum in the Bilingual Credential (BCLAD) program is time spent in Mexican schools discussing curricular and language issues related to the work they are doing in the bilingual seminar.

Institution/Program: University of San Diego

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	320	320	0
Single Subject Candidates	146	146	0
Education Specialist Candidates	0	0	0
Totals	466	466	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	102	102	0	0
Single Subject Candidates	34	34	0	0
Education Specialist Candidates	0	0	0	0
Totals	136	136	0	0

Institution/Program: University of San Diego

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	25	0	0
In Academic Positions with Rights and Responsibilities	10	0	0
In Non-Academic Positions without Rights and Responsibilities	15	0	0
Single Subject	12	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	10	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	30:1		
Single Subject Programs	30:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of San Diego

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	16	640
Single Subject Programs	40	20	800
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	107	102	99	97 %
Education Specialist Programs	0			
Total	107	102	99	97 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of San Francisco

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of San Francisco, the City's first institution of higher education, was founded by the Society of Jesus in 1855. The University's academic philosophy emphasizes enrichment of personal values, expression of personal responsibility, and lifelong learning. The USF School of Education links instruction, research, and service in a manner that reflects the intellectual, ethical, and service traditions of Jesuit education. Teacher credential programs within the School of Education recruit and prepare candidates for the mild/moderate handicapped specialist and the multiple and single subject CLAD/BCLAD emphasis credentials. Our programs emphasize preparation to serve children in multicultural and multilingual urban schools. Consistent with the mission of the University, our programs aim to develop educational leaders who will work for justice for all people and who will shape a multicultural world with creativity, generosity and compassion.

Institution/Program: University of San Francisco

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The Mild/Moderate Education Specialist Credential Program is housed in the Learning and Instruction Department. This is a two-year internship program with classes held on weekends, evenings and during the summer. The curriculum is team-taught by program faculty, doctoral students in Special Education and expert practitioners in modules delivered in a sequence aligned with school year job demands. Upon completion of the 36-unit credential program, candidates are eligible to earn a Masters degree in Learning and Instruction by completing 6 additional units. As interns, candidates earn a full teacher's salary. Scholarship funds are available through a Department of Education Training Grant and through an AmeriCorps Education Awards Program administered through the School of Education.

The Multiple and Single Subject CLAD/BCLAD (Spanish and Filipino emphasis) Credential Program is housed in the Teacher Education Department. These combined credential/masters programs vary in units depending on the options selected, but typically take two years to complete. Masters options include the Master of Arts in Teaching, the Masters in Educational Technology, the Master of Arts in Teaching English as a Second Language and the Master of Arts in Catholic School Teaching. The curriculum places a strong emphasis on foundational studies and is designed to emphasize three core themes: philosophical inquiry into educational problems and practices, education as an instrument for promoting a more just society, and concern for the individual developmental needs of children and adolescents. Scholarship funds are available through a Title VII (bilingual education) grant and through the TEAMS program (Teacher Education for the Advancement of a Multicultural Society) which offers AmeriCorps Education Awards to many of our students.

Institution/Program: University of San Francisco

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

New initiatives since 1999-2000 include the establishment of the Center for Teaching Excellence and Social Justice, headed by educator and author Herbert Kohl and staffed by USF faculty and eminent visiting scholars. The center provides support for the social justice initiatives of the Teacher Education Department and recruits and supports credential candidates who show special interest and promise in becoming exemplary teachers in the progressive tradition. Additionally, the University, in recognition of its special interest in preparing educators now provides an across the board tuition reduction of 30% for all teacher credential candidates (including those in special education) for coursework taken toward a credential and masters programs taken in conjunction with a credential. Beginning in 2000-2001, the Teacher Education Department is offering a new masters option (Teaching English as a Second Language) in collaboration with the International and Multicultural Education Department.

Institution/Program: University of San Francisco

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	203	203	0
Single Subject Candidates	72	72	0
Education Specialist Candidates	59	59	0
Totals	334	334	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	80	72	0	8
Single Subject Candidates	38	25	0	13
Education Specialist Candidates	59	0	0	59
Totals	177	97	0	80

Institution/Program: University of San Francisco

Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	11	0	6
In Academic Positions with Rights and Responsibilities	1	0	1
In Non-Academic Positions without Rights and Responsibilities	10	0	5
Single Subject	7	0	3
In Academic Positions with Rights and Responsibilities	3	0	3
In Non-Academic Positions without Rights and Responsibilities	4	0	0
Education Specialist	0	0	22
In Academic Positions with Rights and Responsibilities	0	0	1
In Non-Academic Positions without Rights and Responsibilities	0	0	21

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	32:1		32:1
Single Subject Programs	32:1		32:1
Education Specialist Programs			32:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of San Francisco

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	18	720
Single Subject Programs	40	18	720
Education Specialist Programs	40	72	2,880

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	63	56	56	100 %
Education Specialist Programs	16	11	10	91 %
Total	79	67	66	99 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of Southern California

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Our mission is to redefine excellence in urban education; to improve learning and teaching by designing, implementing and evaluating teaching research and service programs that address the complex educational and social issues facing urban communities, nationally and internationally. This mission is facilitated by our location in one of the largest, most ethnically and culturally diverse urban areas in the world. Our teaching program are designed to prepare teachers, counselors and other educational leaders at all levels; our multidisciplinary research is designed to help make informed decisions about programs, policy development and implementation; and our service programs establish academic and practitioner partnerships that will enhance our ability to increase the effectiveness of educational and human services institutions in urban contexts locally, nationally and internationally. Today, our applied research approach anchors all of the school's programs. The Rossier School offers both undergraduate and graduate programs of study through its three academic divisions: the Division of Counseling Psychology, the Division of Administration and Policy, and the Division of Learning and Instruction.

Institution/Program: University of Southern California

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The Rossier School of Education is a leading source of innovation and scholarship in urban education. From the beginning of their professional studies, education students participate in guided field experiences to simultaneously facilitate their understanding of theoretical ideas presented in the university classroom and provide over 8,000 hours of educational support yearly, to USC's Family of Five neighborhood schools. In Teacher Education, The Rossier School is nationally known for its innovative programs in teaching for the hearing-impaired; science education; in education of children from non-English backgrounds; in early childhood education and instructional technology. We educate teachers, school and college leaders, and policy makers who have the knowledge, attitudes, values and sensitivity to envision the academic and social potential of people who have different cultural backgrounds and traditions, and who often may live below the poverty level but have no wish to remain there. The strength of USC's School of Education is its focus on the development of leaders who feel confident in their intellectual power and understand the connection between theory and the need for the creation of educational contexts that are responsive to the cultural, economic, and social needs of the urban student and classroom.

Institution/Program: University of Southern California

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

We are in the process of developing a new conceptual framework for our teacher education program that will incorporate new information about how people learn, teacher learning, current policies and practices in teacher licensure, and new standards from the learned societies. Recent reports from the National Research Council, the National Council for the Accreditation of Teacher Education, and the National Center for Teaching and America's Future are particularly helpful to us as we collaborate and deliberate in constructing our new conceptual framework. At the conclusion of this process we anticipate that our teacher candidates will be better prepared to facilitate high academic performance for students from diverse backgrounds and in different learning contexts; they will be prepared to learn from their own practice, from interacting with colleagues, and from the pursuit of advanced degrees; they will be better prepared to participate in, contribute to, and benefit from a collaborative community of practice; they will be able to provide leadership for developing meaningful communities of practice; and they will be prepared to be active participants in the local communities they serve.

Institution/Program: University of Southern California

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	67	67	0
Single Subject Candidates	25	25	0
Education Specialist Candidates	10	10	0
Totals	102	102	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	67	67	0	0
Single Subject Candidates	25	25	0	0
Education Specialist Candidates	10	10	0	0
Totals	102	102	0	0

Institution/Program: University of Southern California

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	15	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	15	0	0
Single Subject	19	0	0
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	16	0	0
Education Specialist	3	0	0
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	18:1		
Single Subject Programs	18:1		
Education Specialist Programs	18:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of Southern California

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	22	28	616
Single Subject Programs	27.5	28	770
Education Specialist Programs	32	10	320

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	57	56	54	96 %
Education Specialist Programs	10	9		
Total	67	65	63	97 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of the Pacific

Part A:
Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Gladys L. Benerd School of Education at the University of the Pacific prepares thoughtful, reflective practitioners at undergraduate, Master's, and doctoral degree levels for service to diverse school populations. School of Education faculty strive to research the present and future needs of schools and communities and then foster the intellectual and ethical development of professional education candidates through personalized learning experiences.

Our degree and credential programs in Multiple Subject, Single Subject, Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Bilingual/Cross-Cultural Language and Academic Development prepare candidates to teach all students in California schools. Single Subject content areas include English, Social Sciences, Mathematics, Sciences, Physical Education, and Music. Undergraduate candidates complete a Liberal Studies/Diversified major or a Single Subject content major, along with professional education coursework during a four-year bachelor's degree program. Graduate candidates can pursue an M.Ed. in the process of completing a preliminary credential. All teacher education programs emphasize content expertise, pedagogical skills, especially with culturally diverse and special needs children and youth, instructional assessment skills, classroom technology skills, and commitment to teaching in public schools. Candidates benefit from field experiences and student teaching assignments in K-12 classrooms, primarily in ten school districts in the Stockton area of San Joaquin county. These schools reflect the richness and growth of ethnic, linguistic, and economic diversity in California's Central Valley. All programs in the School of Education, baccalaureate through doctorate, are accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE).

Institution/Program: University of the Pacific

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

For Multiple Subject candidates, courses in Reading and Language Arts were held off -campus at a professional development school sponsored by the Comprehensive Teacher Education Institute (CTEI), a collaborative project with Lodi Unified School District. A University professor collaborated with K-6 teachers in Lodi in delivering lessons for candidates in Reading/Language Arts pedagogy, knowledge, and applied skills. Students were immediately able to observe and teach in classrooms at the school site prior to student teaching.

The CTEI Project also involved K-6 teachers and school administrators in Lodi with School of Education faculty members in developing rubrics for assessing the knowledge, skills, and dispositions of beginning teachers in the Project's professional development schools. NCATE standards for professional development schools were used to frame this work.

Liberal Arts faculty in the College of the Pacific and School of Education faculty collaborated to design courses in physics, geosciences, and mathematics that strengthened the knowledge base of undergraduate teacher education candidates in mathematics and in physical, environmental, and earth sciences. Newly designed courses provided lecture and laboratory exercises for applying the kinds of knowledge and skills defined in the California K-12 Content Standards.

Special Education faculty completed their design and documentation of courses and programs that met the required Level II standards for both the Mild/Moderate Disabilities Credential and the Moderate/Severe Disabilities Credential and that guided the School's professional development programs for special education teachers.

Institution/Program: University of the Pacific

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Liberal Arts faculty in COP and School of Education faculty began preliminary discussions about redesigning teacher education programs in light of pending new state standards and new NCATE 2000 standards. Work will focus on identifying essential knowledge, skills, and dispositions of teacher education candidates in both subject matter and pedagogy in four-year undergraduate programs or fifth-year graduate programs in light of these new standards. Efforts will also be made to design a new comprehensive system for performance assessment of teacher education candidates. This new system will build on existing assessment instruments, especially the new teacher candidate performance portfolios that are already required. Faculty have already designed rubrics and developed norms to standardize their review and approval of candidates' performance portfolios in teacher education programs.

The Benerd School of Education is part of a USDOED grant that was awarded in Spring 2000 as part of the Department's "Preparing Teachers for Tomorrow's Technology" grant program. The grant is designed to train faculty and teacher education candidates at UOP to use web-based software and functionalities with K-12 students. The grant is also designed to involve collaborators from ThinkQuest and faculty from five higher education teacher preparation programs across the United States in developing uses of technology in teacher education. UOP is the lead university in this project that is designed to develop the expertise of both teacher education faculty and candidates in the use of technology and other multimedia in the classroom.

Institution/Program: University of the Pacific

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	78	74	4
Single Subject Candidates	68	38	30
Education Specialist Candidates	16	16	0
Totals	162	128	34

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	42	38	4	0
Single Subject Candidates	43	13	30	0
Education Specialist Candidates	2	2	0	0
Totals	87	53	34	0

Institution/Program: University of the Pacific

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	8	2	0
In Academic Positions with Rights and Responsibilities	8	1	0
In Non-Academic Positions without Rights and Responsibilities	0	1	0
Single Subject	6	4	0
In Academic Positions with Rights and Responsibilities	5	3	0
In Non-Academic Positions without Rights and Responsibilities	1	1	0
Education Specialist	3	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	15:1	27:1	
Single Subject Programs	15:1	27:1	
Education Specialist Programs	15:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of the Pacific

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	40	16	640
Single Subject Programs	40	16	640
Education Specialist Programs	32	10	320

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	42	39	38	97 %
Education Specialist Programs	2	2		
Total	44	41	40	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Vanguard University

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Vanguard University's Graduate Program in Education is authorized by the California Commission on Teacher Credentialing to offer a Multiple Subject CLAD Emphasis Credential, Single Subject CLAD Emphasis Credentials and a CLAD Certificate. Eligible students may apply their Vanguard University (VU) credential course work, or the CLAD Certificate course, toward the Master of Arts in Education. The program is dedicated to a highly personalized approach to teacher education and graduate training.

The mission of the Graduate Program in Education at Vanguard University is to provide a supportive and reflective community in which teachers develop the skills, techniques and professional knowledge base necessary to empower ALL students to reach their highest spiritual, intellectual, and physical potential.

The Superintendent of Schools of a large urban district in Orange County recently commented, "What I love about teachers from Vanguard University is that they see teaching as a calling, and not just a job." This sense of calling permeates all aspects of teacher preparation at VU. Our institution is committed to preparing candidates to teach in schools with highly diverse student populations, such as those in our partner school districts.

In his inaugural address to the Vanguard community in September 2000, Vanguard University President, Dr. Murray Dempster, demonstrated his, and the institution's profound commitment to teacher preparation. He highlighted the work of VU's graduate Bonnie Brigman, Teacher of the Year for the Newport-Mesa Unified School District, and with her the hundreds of VU teachers throughout the State, all who believe that "to teach a child is to touch a life forever".

Institution/Program: Vanguard University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Vanguard University offers students a community of support, personal attention, and challenging preparation for their calling to teach. Our belief is that every child is precious, full of potential, worthy of our best efforts, and capable of becoming thriving, contributing members of a colorful, culturally-diverse world. These core attributes and beliefs create the environment in which candidates can blossom and grow as they recognize their own worth and promise.

Candidates also find strong mutual support, since they travel as a cohort, developing strong collaborative relationships with their peers throughout their professional training. This strong mutual support is fostered and encouraged by Vanguard University faculty. The faculty includes outstanding scholar practitioners with doctoral degrees and excellent records of accomplishment.

Vanguard University's Teacher Education Advisory Council (TEAC), made up of teachers and administrators in local partner school districts, offers outstanding guidance to the program on issues of program quality and candidate preparation. Our University Supervisors and adjunct faculty members are of the highest quality. Our partnerships with local school districts are strong and continually growing.

Institution/Program: Vanguard University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Over the past year, Vanguard University's Education faculty and staff, in collaboration with partner district personnel and TEAC members, have undertaken a continuous improvement process meant to reassess the content of the teacher preparation curriculum and the process of candidate assessment. The Vanguard University team has taken important steps to align program content with the California Standards for the Teaching Profession (CSTP), such that all courses and all assessments are now rooted in the CSTP. This process has positioned the Graduate Program in Education to respond effectively to the newly proposed CCTC Accreditation Standards which are likewise rooted in the CSTP and which will include a required Teaching Performance Assessment.

Vanguard University is committed to a continuous improvement process wherein all aspects of the program are examined on an on-going basis in dialogue with school and district partners to assure that candidates are receiving the strongest possible preparation for their calling to teach.

Institution/Program: Vanguard University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	46	46	0
Single Subject Candidates	19	19	0
Education Specialist Candidates	0	0	0
Totals	65	65	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	32	26	0	6
Single Subject Candidates	13	9	0	4
Education Specialist Candidates	0	0	0	0
Totals	45	35	0	10

Institution/Program: Vanguard University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	8	0	5
In Academic Positions with Rights and Responsibilities	3	0	3
In Non-Academic Positions without Rights and Responsibilities	5	0	2
Single Subject	6	0	6
In Academic Positions with Rights and Responsibilities	4	0	4
In Non-Academic Positions without Rights and Responsibilities	2	0	2
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	18:1		18:1
Single Subject Programs	18:1		18:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Vanguard University

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	25	16	400
Single Subject Programs	25	16	400
Education Specialist Programs	0	0	0

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	32	29	27	93 %
Education Specialist Programs	0	0		
Total	32	29	27	93 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Westmont College
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Within the Christian liberal arts context, the Westmont teacher education program strives to develop reflective teachers who meet the needs of all learners through integrated and balanced instruction, who embrace the moral dimensions of teaching, and who desire to grow professionally.

DEFINING PRESUPPOSITIONS OF TEACHER EDUCATION AT WESTMONT COLLEGE

Teacher Education is a developmental process. Both learning and teaching are developmental in nature. Therefore, learning experiences must be meaningful and must intentionally contribute to the learner's lifelong cognitive, moral and personal development.

Teacher Education should be reflective, integrational and balanced in nature. The best teachers are the best learners. They are able to make their own and their students' intellectual scaffolding. They do not throw aside time tested strategies as new approaches appear on the horizon, but rather evaluate and integrate to achieve an effective balance.

Teacher Education must embrace all learners. Effective teachers recognize that they are called to meet the needs of all the students in their classroom regardless of ethnic, linguistic, racial, socioeconomic diversity and special needs.

Teacher Education must embrace the moral dimensions of teaching. Teaching is essentially a moral endeavor. An effective teacher needs a personal sense of vocational calling. She/He must be motivated by a sense of passion for teaching/learning and be concerned with shaping an ethical community within the classroom and the school environment.

Institution/Program: Westmont College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

PROGRAM DISTINCTIVES OF TEACHER EDUCATION AT WESTMONT COLLEGE

Small is good:

Teacher Education at Westmont is characterized by a small full time faculty who share responsibility for advising, teaching core curriculum and supervising student teachers. Cohorts of candidates are small as well, never more than 30 to 35 in the one year program.

Connectedness is essential:

Because the department is small, the faculty can provide connectedness in the following ways:

The Education Department is coherently connected to the College as a whole and finds the context of the Christian liberal arts an effective, supportive growing ground for teacher education.

Faculty in teacher preparation have chosen to work as a team. We see ourselves, not as researchers and specialists, but as practitioners, generalists and team players modeling the kind of collaboration and support needed in public school faculty. We also work as a team in reviewing and evaluating work of candidates and can intervene quickly with assistance and personalized help and direction.

We intentionally provide a common central focus for teacher education based upon our shared presuppositions. We integrate our coursework emphasizing meaningful connections to presuppositions and across the curricular components. Our purpose is to provide candidates with tools needed to survive their first years of teaching and begin their growth toward becoming expert professional teachers.

We strive to develop a sense of supportive community among cohorts of students who come to know one another well. This helps to engender a secure environment in which risk taking is less threatening.

Institution/Program: Westmont College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: Westmont College
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	22	22	0
Single Subject Candidates	5	5	0
Education Specialist Candidates	0	0	0
Totals	27	27	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	20	20	0	0
Single Subject Candidates	5	5	0	0
Education Specialist Candidates	0	0	0	0
Totals	25	25	0	0

Institution/Program: Westmont College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	2	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	1	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	15:1		
Single Subject Programs	15:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Westmont College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	16	560
Single Subject Programs	35	19	665
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	20	20	20	100 %
Education Specialist Programs	0	0		
Total	20	20	20	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Whittier College
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Whittier College, nationally recognized for its outstanding liberal arts curriculum, has a tradition of excellence in the preparation of teachers and school administrators. Undergraduates seeking to prepare for teaching careers develop subject matter expertise by completing a high quality academic major and an interdisciplinary liberal education curriculum. At both the undergraduate and graduate levels, an in-depth study of various pedagogical issues as well as theoretical and philosophical perspectives occurs within the context of the liberal arts.

Whittier College's education programs include an undergraduate minor in education, graduate credential, and Master of Arts in Education degree programs. Currently, the Department of Education and Child Development offers the following Preliminary and Professional Clear teacher credential preparation programs: (1) Multiple Subject Crosscultural, Language, and Academic Development (CLAD) emphasis and (2) Single Subject CLAD certificate.

Teacher education programs at Whittier College are grounded in a set of guiding principles. Among others, these include commitments to: (1) developing a constructivist approach to learning and teaching; (2) valuing cultural and linguistic diversity and supporting all students' learning; (3) establishing a climate which promotes fairness and respect, along with both independent and group learning; and (4) growing professionally by continually reflecting on one's practice and pursuing other opportunities for learning.

Teacher preparation programs at Whittier College are strongly supported by fieldwork experiences in local schools. Many of the program graduates choose to remain in the greater Los Angeles area serving children and youth in socio-economically, ethnically, and linguistically diverse communities.

Institution/Program: Whittier College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Intensive and varied fieldwork experiences are embedded in all Whittier College teacher preparation coursework. Typical experiences include tutoring individual children in literacy skills; working with individuals and small groups of children in an after-school computer-based program; conducting interviews with students and families with respect to language and cultural issues; and observing and working in elementary and secondary classrooms. Broad Oaks, a campus demonstration school renowned for its developmental program, provides additional opportunities for observation and supervised practice to both undergraduate and graduate students. Given the small size of teacher preparation classes and the commitment of full-time faculty to teach and supervise pre-professional fieldwork, Whittier College teacher candidates have high quality professional preparation experiences that closely connect theory and practice.

Cross-cultural perspectives are central to Whittier College's mission. A hallmark of the institution's undergraduate and graduate programs is the diversity represented in our student body. Particularly among teacher candidates, there are numerous ethnically and linguistically diverse, first-generation college students who are readily able to serve as role models to K-12 students with respect to emphasizing the value of education. A respect for diversity is also highlighted in departmental standards, which complement the current California Standards for the Teaching Profession. Throughout course work, field experiences, and student teaching, candidates are expected to demonstrate (1) respect for diverse perspectives, beliefs, opinions, and values; (2) commitment to fostering learning for all students; and (3) equitable behavior toward all members of the school community.

Institution/Program: Whittier College
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Due to the high percentage of emergency permit teachers in school districts
in Whittier College's service area, the department recently partnered with selected districts to design an intern program to meet the increasing need for highly qualified teachers who are able to work effectively in diverse communities. During the 1999-2000 academic year, Whittier College developed its first alternative certification (intern) program for elementary teachers employed in three local school districts. These intern partnerships have been extended to four additional districts. Plans have been made to include additional teacher candidates at the secondary level and other school districts. Whittier College is committed to managing its growth without sacrificing quality programming and individualized attention to each teacher candidate.

Whittier College's Department of Education also collaborates with local school districts to develop grants that meet the mutual interests and goals of the partnering institutions. The college has a pre-intern partnership with several local school districts to coordinate resources for building subject matter expertise among teacher candidates. New teachers in pre-intern programs may move on to the college's intern program, which allows them to participate in a cohesive, high quality teacher preparation program.

Institution/Program: Whittier College
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	62	43	19
Single Subject Candidates	24	24	0
Education Specialist Candidates	0	0	0
Totals	86	67	19

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	62	18	19	25
Single Subject Candidates	24	8	0	16
Education Specialist Candidates	0	0	0	0
Totals	86	26	19	41

Institution/Program: Whittier College
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Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	11	5	7
In Academic Positions with Rights and Responsibilities	11	5	7
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	4	0	4
In Academic Positions with Rights and Responsibilities	4	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs	2:1	4:1	4:1
Single Subject Programs	4:1		4:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Whittier College
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	35	15	525
Single Subject Programs	25	18	450
Education Specialist Programs	0	0	0

**Part C: Required Quantitative Information Related to Reading Instruction
Competence Assessment (RICA) Pass-Rates in Multiple Subject and
Education Specialist (Level I) Credential Programs During 1999-2000**

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	58	53	52	98 %
Education Specialist Programs	0	0		
Total	58	53	52	98 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Compton Unified School District**

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Compton Unified School District prepares educators to successfully teach culturally and linguistically diverse students in urban school settings. As part of this mission, the District has adopted the statement below:

With the guidance and support of their instructors and supervisors, all interns will work towards achieving these goals:

- Skill in providing equal opportunities for all children
- Sensitivity toward and effectiveness with learners from diverse cultural and linguistic backgrounds
- Appropriate and creative use of collaboration among learners
- Emphasis on an integrated curriculum that taps into higher order cognitive skills
- Meaningful, authentic curriculum and assessment for all students
- Engagement in reflective practices
- Knowledge of theory and research that informs good teaching

The overarching goal of the Compton Unified School District is to enable teachers to facilitate the learning and development of all learners with emphasis on strategies that are effective in urban, multicultural, and multilingual settings.

The CUSD District Alternative Certification Program is designed to provide an alternate route to certification for the District's teachers. It is an accelerated program offering a blend of theory and practice and support. The District currently employs 1353 teachers in K-12 classrooms; of this number, 851 teachers do not have a credential. The constant attrition rate has created a serious need for alternatives to credentialing. The District currently sponsors the entire program for the interns to facilitate the process of providing credentialed teachers for our students.

Institution/Program: Compton Unified School District

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

In the 1999-2000 school year, all interns in the District Alternative Certification Program received excellent training in literacy. In addition to the two courses in the Professional Development Plan designed to teach interns how to design and implement a balanced literacy program in a linguistically and culturally diverse classroom, interns in their second year of the program received two weeks of intensive preparation for the RICA examination. The results of this training include successful passage rates of the RICA exam and quality instruction in the interns' classrooms as demonstrated by principal evaluations and coordinator observations.

The small size of each intern cohort group provided for support and instruction on an individual basis. Additionally, the program coordinator was available to each intern to provide individualized assistance in planning and instruction. The District's focus is on literacy; therefore the coordinator worked closely with the Office of Curriculum and Instruction to ensure that interns were able to attend as many in-service and staff development sessions as possible regarding content area instruction.

Institution/Program: Compton Unified School District

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: Compton Unified School District

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	32	0	32
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	32	0	32

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	32	0	32	0
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	32	0	32	0

Institution/Program: Compton Unified School District

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	16	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	16	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs		8:1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Compton Unified School District

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	0	0	0
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Note: Candidates enrolled in District Intern Programs do not complete traditional student teaching assignments. They complete their field experience requirement in a paid teaching position under the supervision of district personnel.

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	24	24	23	96 %
Education Specialist Programs	0	0		
Total	24	24	23	96 %

¹ Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Long Beach Unified School District
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The District Bilingual Intern/District Intern Program has a significant role in the Long Beach Unified School District. As an alternative certification program, our primary mission is to prepare interns to become competent teachers who can ensure the educational success of all students by having high expectations, a commitment to student achievement, and the knowledge and skills to promote each child's positive self-esteem in a culturally and linguistically diverse society. The program trains teachers to effectively educate students in urban, culturally and linguistically diverse classrooms. Second language learning methodologies and strategies are essential elements in the overall design of the program. Through a two year Professional Development Program, participants acquire the knowledge and skills required for teaching in an elementary or middle school core classroom. The two year program begins with an intensive 120 hour practicum and orientation. The selected candidates must meet all of the requirements established by the Commission, as well as district standards. Site administrators serve as Supervisors for all District Interns. As one of their duties, they supervise and evaluate each intern assigned to his/her school. Candidates selected for this program pursue a Multiple Subject Professional Clear Credential with the BCLAD emphasis or a basic Multiple Subject Professional Clear with the CLAD added at a later date. The Long Beach DBI/DI Program was developed in consultation with Institutions of Higher Education, the Office of Curriculum, and Human Resource Services.

Institution/Program: Long Beach Unified School District
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Several elements contributed to the success of the District Bilingual Intern/District Intern Program during 1999-2000. The quality of instruction and content matter is critical for the success of the interns and the program. The DBI/DI Program has consistently responded to critical feedback in order to improve both of these areas. As a result, changes were made in order to improve the quality of some of the course work. Instructors analyzed test results in order to design course content. This process allowed the instructor to develop course content in a meaningful way to meet the needs of the interns. Additionally, the implementation of the Linguistics course provided the interns with valuable content in preparation for the RICA examination. Instructors addressed each of the domains outlined in the RICA examination. Overall, the interns were better prepared for the test by the end of the course. Our passage rate for RICA substantiates the success of the course work.

Institution/Program: Long Beach Unified School District

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

A new initiative that contributed to the success of the program was the implementation of the District Intern component. This new component included candidates that were seeking a Multiple Subject Professional Clear Credential. The intern's objective was to obtain the basic credential via the district program and upon completion pursue the CLAD Certification. These candidates will take CLAD preparation courses in order to prepare for the CLAD examinations or university courses. This new component positively effected the continued teacher shortage in the district. As a result, the number of interns doubled for the upcoming year.

Institution/Program: Long Beach Unified School District
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	23	0	23
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	23	0	23

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	23	0	23	0
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	23	0	23	0

Institution/Program: Long Beach Unified School District
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	16	0
In Academic Positions with Rights and Responsibilities	0	16	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs		3:1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Long Beach Unified School District
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	20	0	0
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Note: Candidates enrolled in District Intern Programs do not complete traditional student teaching assignments. They complete their field experience requirement in a paid teaching position under the supervision of district personnel.

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	23	23	23	100 %
Education Specialist Programs	0	0		
Total	23	23	23	100 %

¹ Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Los Angeles Unified School District

Part A:
Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Los Angeles Unified School District elected to participate in the District Intern Program as an alternate form of teacher preparation because of the continuing shortage of fully qualified teachers in certain subject areas and with recognition that colleges and universities are currently unable, for several reasons, to produce the numbers of teachers needed to meet our staffing needs. This program addresses the declining pool of fully trained teachers and increasing student populations while providing new and innovative recruitment and training techniques.

The mission of the District Intern Program is to prepare urban public school teachers to effectively educate all students so that each contributes to and benefits from our diverse society. To that end the teachers completing the program will be:

- **Committed to their diverse student population
- **Effective instructional decision makers
- **Cognizant of each individual student's strengths, abilities, and needs
- **Dedicated to the concept that the human system is open to change throughout all developmental stages
- **Reflection about their practice

Institution/Program: Los Angeles Unified School District

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

It has been the aim of the Los Angeles Unified School District to implement an alternative approach to training teachers that would provide relevant and focused course work, guidance and support that prepares the new teacher adequately for the classroom realities of teaching. The District has continued to review the program in an effort to improve and address District staffing needs. The program has been updated each year to include the newest strategies, teaching techniques and research on Cognitive Learning Theory. These modifications are made to ensure that the teachers participating in this program receive cutting-edge training that is aligned with the most current research and legislative mandates.

Interns participate in a two or three year training program that is delivered through a professional development model and includes classroom lectures, observations, development of lessons, development and maintenance of portfolios and journals, projects, discussions and discussion groups, and development of thematic units. The participants are grouped in grade-level or task-specific groups/cohorts and are supported by their class instructors, mentors, site administrators, buddy teachers, start-up coaches and their peers, in collegian groups.

Institution/Program: Los Angeles Unified School District

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place
in 1999-2000

Institution/Program: Los Angeles Unified School District

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	797	0	797
Single Subject Candidates	171	0	171
Education Specialist Candidates	39	0	39
Totals	1,007	0	1,007

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	797	0	797	0
Single Subject Candidates	171	0	171	0
Education Specialist Candidates	39	0	39	0
Totals	1,007	0	1,007	0

Institution/Program: Los Angeles Unified School District

Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	797	0
In Academic Positions with Rights and Responsibilities	0	797	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	171	0
In Academic Positions with Rights and Responsibilities	0	171	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	39	0
In Academic Positions with Rights and Responsibilities	0	39	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs		1:1	
Single Subject Programs		1:1	
Education Specialist Programs		1:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Los Angeles Unified School District

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	N/A	N/A	0
Single Subject Programs	N/A	N/A	0
Education Specialist Programs	N/A	N/A	0

Note: Candidates enrolled in District Intern Programs do not complete traditional student teaching assignments. They complete their field experience requirement in a paid teaching position under the supervision of district personnel.

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	447	441	439	100 %
Education Specialist Programs	20	20	20	100 %
Total	467	461	459	100 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Ontario-Montclair Unified School District

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Ontario-Montclair School District (OMSD) Intern Academy is an alternative way to earn a California teaching credential. At the end of the two-year program, candidates who have successfully completed all requirements, exams and course work are recommended to the California Commission on Teacher Credentialing (CCTC) for a Professional Clear Multiple Subjects Credential by the Board of Trustees. A Cross-Cultural Language and Academic Development (CLAD) certificate will be issued upon passing the examinations or taking the additional coursework and meeting the second language requirement. Participants in the District Intern Program incur education costs that are significantly less than other programs.

The mission of the Ontario-Montclair School District, a dynamic educational community, is to guarantee all students a quality education through a commitment to excellence. The OMSD Intern Program strives to recruit, educate, and certify teachers who can effectively meet the needs of ever-changing culturally and linguistically diverse populations. Participants acquire the knowledge, skills and professional attributes, to satisfy credentialing requirements, through an integrated collegial support system, which reflects a balance between theoretical and practical aspects of teaching.

These credentialed teachers will be contributing members of the educational community. The district is the second largest elementary district in California with 26,400+ students (October 2000). Each year the enrollment increases approximately 500 hundred students. Ethnicity includes: American Indian, Asian, Pacific Islander, Filipino, Hispanic, Black and White. The total minority population is 87.9%. Due to demographic shifts in the early 1990's there has been a tremendous growth rate of limited English speaking students, with 53% classified as limited English proficient, representing 31 different language groups. With attrition, approximately 200 hundred new teachers are hired each year to staff the teaching positions.

In 1996, the OMSD Intern Academy received an alternative certification grant from the California Commission on Teacher Credentialing to enhance the quality of instruction, support, and assessment of the internship program in accordance with AB1161 (Quackenbush, Chapter 114). The OMSD Intern academy was fully accredited by CCTC in January, 2001. This affordable alternative credentialing route is for prospective teachers who desire a different way to learn how to become an effective teacher. They have the opportunity to apply what they learn as they learn instead of waiting until the completion of their program.

Teacher candidates who want to teach specifically for Ontario-Montclair School District are hired in elementary and middle school classrooms and are responsible for multiple subjects, self contained teaching assignments in classrooms with high concentrations of English language learners. Teacher candidates who are selected for the OMSD Intern Academy have the opportunity to earn full-time salaries and benefits as elementary teachers in classrooms with culturally and linguistically diverse students while participating in the district sponsored, CCTC approved, two-year professional development teacher credentialing program. The ethnic distribution of interns shows that the Intern academy needs to intensify recruitment efforts for teaching candidates to match the diversity of Ontario-Montclair students and underrepresented populations.

Part A (continued):**Optional Qualitative Information about Each Teacher Preparation Program****Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000**

Interns begin their program with 120 hours of Pre-Service: Introduction to the Teaching and Learning Process. This course consists of 60 hours of coursework and 60 hours of supervised field experiences. The goal of the pre-service course is to provide the interns with sufficient pedagogical knowledge and practical skills needed for beginning the first year of teaching as an intern. Coursework offers a balance of theory and practical application with focus on the practitioner's perspective. During the field experiences, the intern spends time with a full-time, effective and tenured cooperating teacher. Interns observe the cooperating teacher, become familiar with the district curriculum, participate in literacy activities, begin assessing student work and assume responsibility for as much of the instructional program as possible. The cooperating teacher provides feedback and coaching. Interns maintain a field experience journal to record each day's experiences and reflections. Upon successful completion of their Pre-Service, interns start a formal fully accredited two-year teacher credentialing program.

Ontario-Montclair School district serves as a "laboratory" school of teacher preparation. Pre-Interns and Interns are hired by 27 of the 31 schools in the district. The administrator of the Intern Academy collaborates with the school site principals to ensure continuity between what is taught in the Intern Academy and what is needed at the school site. Real learning takes place when the beginning teacher is able to put into practice Intern Academy course content.

The professional development program prepares interns with pedagogical knowledge and skills as well as specific subject matter, knowledge and strategies. They learn the skills necessary to meet the needs of a diverse population, providing all students equal learning experiences in the classroom. Coursework provides subject matter and field experiences aligned with the California Standards for the Teaching Profession and the district curriculum. The district curriculum is aligned with the Content Standards for California Public Schools. Each year interns earn 6 semester "Practice in Teaching" units. This series of courses constitute the classroom application of concepts and skills addressed in the coursework of each trimester based on the states frameworks and pedagogical instruction. All instructors possess appropriate qualifications for the courses they teach. Additionally, approximately 50% of the instructors are adjunct instructors at one of the surrounding universities.

A layered system of support begins with the cooperating teachers during field experience and continues with support providers, assessment coaches and instructors during internship. Interns receive general support from a trained support provider as a first year intern. During the second year interns have the preliminary status in the credentialing process, therefore, they participate in the Beginning Teacher Support and Assessment (BTSA) program and complete the events as outlined by California Formative Assessment and Support System of Teachers (CFASST).

Interns create a portfolio. The portfolio serves as a framework for the integration of theoretical, philosophical, and pedagogical concepts introduced by academy coursework into day to day classroom practice. As interns design a plan for applying the course content in their own classrooms and critique the implementation of those plans through written reflection and discussion with fellow interns, they develop a personal practical knowledge of the teaching and learning process. The intern portfolio serves as a record of the intern's progress in all academy coursework, in meeting the CCTC Credential Standards and California Standards for the Teaching Profession, and in classroom teaching as evaluated by the site administrator. It also provides the structure for the "Practice in Teaching" course requirements.

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

OMSD Intern Academy serves eighty-five Pre-Interns who are in the process of meeting subject matter competence. Once they meet subject matter competence they will enter or complete a teacher preparation program. Many of the Pre-Interns will apply to the OMSD Intern Academy. They will be allowed to participate in the "Pre-Service 101" course in lieu of the 40 hour Pre-Service Survival Pedagogy offered to the Pre-Interns.

Intern Academy coursework is constantly under review for relevancy. Currently we are making the following revisions to improve program excellence and effectiveness.

1. To meet the State's credentialing technology in the classroom requirement, technology will continue to be embedded in the coursework. However, to ensure that all skills and knowledge necessary are covered, a course on "Technology in the Classroom" will be offered at the beginning of the first year in the program. Instructors will assign activities utilizing the technology, knowing that the interns have the prerequisite skills. Interns will be given the opportunity to take the class or to test out of the course if they think they possess the required knowledge and skills.
2. The course, "Curriculum and Instruction, PE and CPR" will be enhanced to include violence prevention strategies.
3. Course # 201, which prepares interns to take RICA was scheduled to end right before the exam date.
4. The role of the Assessment Coordinator was changed to Assessment Coach to include coaching during the first year of internship and appraisal of teaching competency during the second year of internship. TRIAD meetings between the principal at the school site, the intern and the assessment coach have been redesigned. The appraisal process is separate from the teacher evaluation done by the principal for the purpose of employment. Recommendation to CCTC for a Professional CLEAR Teaching Credential, is separate from the decision by the principal to retain a teacher at his or her site. The principal's evaluation is one important factor in the consideration process of recommendation to CCTC. The appraisal by the Assessment Coach is a separate factor in the process of recommendation. The Assessment Coach assesses the intern's ability to apply coursework teachings in their classroom. The appraisal process is based on the California Standards for the Teaching Profession.
5. Due to Proposition 227, OMSD will not offer a teacher preparation program for Multiple Subject with a BCLAD Emphasis. University of California, Riverside CLAD courses will be added to the list of teacher preparation courses to allow interns the opportunity of taking additional courses to obtain the CLAD Certificate in lieu of taking three additional exams during their credentialing process.

Institution/Program: Ontario-Montclair Unified School District

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	34	0	34
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	34	0	34

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	34	0	34	0
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	34	0	34	0

Institution/Program: Ontario-Montclair Unified School District

Part B (continued):
Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	12	0
In Academic Positions with Rights and Responsibilities	0	12	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs		10:1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Ontario-Montclair Unified School District

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	0	0	0
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Note: Candidates enrolled in District Intern Programs do not complete traditional student teaching assignments. They complete their field experience requirement in a paid teaching position under the supervision of district personnel.

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	31	31	30	97 %
Education Specialist Programs	0	0		
Total	31	31	30	97 %

¹ Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Orange County District Intern Consortium
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Part A:
Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Orange County Department of Education District Intern Program serves a consortium of school districts by offering a two-year alternative Multiple Subject Credential program. The program's mission is to educate novice teachers to become reflective practitioners committed to continual professional growth and the integration of current theory and best practices to foster the academic, social, and emotional development of all their students. Intern teachers are supported and instructed by a community of professional educators including course instructors, practicum supervisors, an academic advisor, a school-based peer coach, a principal, and a district human resource administrator. The program's clientele is mainly from traditionally underrepresented groups in the teaching profession such as Latinos and males.

The intern teachers join a cohort taking coursework together over four semesters and one summer session. The intern's teaching practice is supervised for three semesters. Weekly consultation occurs with the intern's peer coach at the school site. A professional portfolio addressing the California Standards for the Teaching Profession is required and interns present their portfolio to an exit panel of educators. The program offers preparation for taking the RICA (Reading Instruction Competence Assessment) and three CLAD (Crosscultural, Language, and Academic Development) exams to qualify for CLAD certification.

Each consortium school district accepts course credit toward salary increments and invests in the intern teacher by providing a financial contribution for the peer coach compensation and six release days. Intern teachers use the release days over the two-year period to observe exemplary teaching and to prepare the professional portfolio.

Institution/Program: Orange County District Intern Consortium
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The Orange County Department of Education District Intern Program strives to be a client-centered credential program. The coursework and supervision are specifically designed to blend theory and practice for the novice teacher while maintaining a professional standards-based curriculum. The program is small and can customize the support to meet the individual needs of our teacher clients. This includes adjusting the schedule to meet the demands of working teachers and flexing with deadlines that conflict with teaching duties such as parent conferences and year-round school cycles. Beyond the coursework offered, intern teachers attend intensive test preparation classes and tutorial reviews for the state-required examinations.

The faculty and staff provide a team approach for the support and education of each intern teacher. This support network, coordinated by the advisor, monitors the intern's academic and professional growth. The advisor works with the practicum supervisor, peer coach, school principal, and human resource administrator as a team. When needed, the team assembles to discuss the progress and challenges facing the intern teacher and facilitates any interventions and individualized response to the situation.

The program's faculty, which are all part-time employees, consists of a blend of practitioners and university adjunct faculty. Current teachers and administrators provide the rich experiences of the current realities of the classroom and school with the professional practitioner perspective. The university adjunct faculty contributes the depth and breadth of the theoretical knowledge base and a research-oriented perspective.

Institution/Program: Orange County District Intern Consortium

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Since the 1999-2000 academic year several program enhancements have been initiated and several are planned for the near future. The number of course hours have been doubled to enhance mathematics and science education. A visual and performing arts course was added to the program. Other curricular changes include adding two classroom management courses, and doubling the hours of the course, Computer-based Technology for Teachers.

The District Intern Program is co-sponsored by a county office of education, which is a regional site for the California Technology Assistance Project (CTAP). For initial certification in computer-based technology, the program plans to initiate the use of the CTAP Teacher Technology Proficiency Training curriculum. This is a series of performance-based course modules for teachers to gain initial certification as a technology proficient educator.

In the near future, there are plans to host a faculty retreat to enhance the continuity and cohesiveness of the program offerings. In addition, there are plans to increase the training for both practicum supervisors and school-based peer coaches to facilitate a more collaborative relationship between the two support providers.

Institution/Program: Orange County District Intern Consortium
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Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	17	0	17
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	17	0	17

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	17	0	17	0
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	17	0	17	0

Institution/Program: Orange County District Intern Consortium
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	7	0
In Academic Positions with Rights and Responsibilities	0	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs		3:1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Orange County District Intern Consortium
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	0	0	0
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Note: Candidates enrolled in District Intern Programs do not complete traditional student teaching assignments. They complete their field experience requirement in a paid teaching position under the supervision of district personnel.

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	0	0		
Education Specialist Programs	0	0		
Total	0	0		

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Project IMPACT - San Joaquin County Office of Education

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Project IMPACT is a district intern program sponsored by San Joaquin County Office of Education in partnership with 31 school districts in and around San Joaquin County. School districts vary from single school rural districts to large unified urban districts. Participation ranges from one intern or pre-intern to more than 100 within a district. IMPACT provides training for both multiple and single subject teacher candidates.

The majority of teacher candidates within this program are recruited from the communities they serve and are often more mature than the typical college student. Many are changing careers to pursue teaching. IMPACT has also attracted a large population of under-represented minority candidates, as well as a higher proportion of men interested in teaching elementary school. All candidates within the IMPACT program are interested in teaching in hard-to-staff schools including underperforming urban schools.

The goal of Project IMPACT is to support and train the best teachers for San Joaquin's classrooms. This is accomplished by attracting highly motivated, qualified candidates and providing them with intensive support, individualized coaching, and extensive coursework. They participate in 120 hours of preservice training prior to their internship. Concurrent with their teaching assignment, candidates attend 2 years of coursework (approx. 350 hours) and are observed and coached by a supervisor a minimum of twenty times within their first year and ten times within their second year. Additionally, they are supported by an on-site peer, and are placed in cohort groups with other interns.

Interns within the Project IMPACT program become excellent teachers for the diverse students living in our area.

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

1. Support: Candidates are provided with multiple layers of support. These include the assignment of an on-site peer coach, a practicum supervisor from the program, and currently practicing faculty members. Candidates are also placed in cohort groups providing an additional support structure.

On-Site Peer Coaches are available for immediate help and assistance with the daily expectations that new teachers are faced with when they first enter the classroom. The coaches are training in mentoring, reflective conversation, adult learning theory, and the needs of beginning teachers.

Practicum Supervisors observe interns teaching and guide them toward best practice. Supervisors observe interns a minimum of twenty times during their first year and a minimum of ten times during their second year. If an intern is in need of more intensive help, supervisors increase the number of observations to meet the individual need.

Faculty support is provided through coursework and observation. Members of the teaching faculty are currently practicing expert teachers and are available to the interns for additional guidance. Interns often visit and observe faculty in their own classrooms teaching, thus providing a strong tie between theory and practice. Because the majority of instructors are also classroom teachers, the interns report that they are more comfortable strategizing solutions for their own students with their instructors.

Cohort groups provide the final structure for support and potentially the most important. Students attend all courses together and provide the support to each other needed to succeed in such an intensive program. There is a strong link between teaching efficacy and cohort support. We feel that the cohort structure in place in Project IMPACT is a key ingredient to candidate success. Intern survey data aligns with this.

2. K-12 collaboration. This is another strength of Project IMPACT. There is a commitment on the part of all partners to assist in the growth and development of interns. All parties work together to provide candidates with opportunities to learn.

3. Instruction. Courses are predominately taught by K-12 teachers. This provides candidates with access to expert teachers who apply theory everyday. Five faculty members are current or former Teachers of the Year and all have at least Masters degrees. The faculty is representative of the diverse ethnicities and cultures found in our community. IMPACT interns also receive more coursework than in traditional programs. The attend approximately 350 hours of coursework concurrent with their classroom assignment.

Institution/Program: Project IMPACT - San Joaquin County Office of Education

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

1. Assignment of "designated substitute". Observation time is key to success for interns, yet substitutes are difficult to come by, therefore, the institution has employed personnel to release interns for the purpose of observing best practice.

2. Supervision of Pre-Interns. Candidates who are not yet eligible for internships and are completing prerequisites are supervised and coached to prevent the development of bad habits. This creates the opportunity for these candidates to begin to reflect on their teaching early in their careers.

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	98	0	98
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	98	0	98

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	98	0	98	0
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	98	0	98	0

Institution/Program: Project IMPACT - San Joaquin County Office of Education

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	31	0
In Academic Positions with Rights and Responsibilities	0	31	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs		12:1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Project IMPACT - San Joaquin County Office of Education

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	0	0	0
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Note: Candidates enrolled in District Intern Programs do not complete traditional student teaching assignments. They complete their field experience requirement in a paid teaching position under the supervision of district personnel.

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	20	19	19	100 %
Education Specialist Programs	0			
Total	20	19	19	100 %

¹ Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Project Pipeline

Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Project Pipeline's mission is to provide eligible individuals an affordable and convenient way to earn a California teaching credential.

Project Pipeline serves as a means for school districts to develop their teacher pool by allowing eligible individuals to become teacher interns, and earn at least a first year teacher salary, as they learn required credentialing coursework and gain on-the-job experience through T.E.A.C.H. (Teacher Education Alternative Certification and Hiring) the collaborative district intern program.

Institution/Program: Project Pipeline
--

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

Project Pipeline is a two-year teacher credentialing program that allows the participant to teach full-time at one of fourteen participating school districts in either Sacramento County or Alameda County. The program has a focused recruitment campaign that aggressively recruits candidates who are proficient in mathematics, science and English as well as candidates from under-represented ethnic minority groups. A cohort of interns take their courses in the evening and weekends and are taught by well-regarded professors and practitioners active in the field of education. Interns teach with the assistance and guidance of qualified mentor teachers and supervisors who are veterans in the teaching field. Upon completion of the credentialing requirements of the program, an intern earns a California Professional Clear single or multiple subject teaching credential (awarded by the California Commission on Teacher Credentialing). The program qualities are: 1) Ninety-five percent of the participants remain in the classroom after five years, mostly in the urban city school to which they were originally assigned; 2) There is a strong advocacy from the staff, instructors and supervisors for the new teachers to succeed; 3) Structured teaching practices are deemed essential in Project Pipeline for preparation of new teachers; 4) The students are cohorted together for the entire two year program. They work together in teams and gain guidance from each other; 5) Mentoring is actively practiced through all the levels of Project Pipeline. The staff have strong people skills and are encouraged to bring out the best attitudes from the intern teachers.

Institution/Program: **Project Pipeline**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Plans for the future include adding all courses needed by teacher candidates to meet the needs of Limited English Proficient Students (CLAD certification).

This will necessitate sponsorship of a legislative bill that allows district intern programs to include CLAD certification classes in their curriculum.

Institution/Program: Project Pipeline
--

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	63	0	63
Single Subject Candidates	52	0	52
Education Specialist Candidates	0	0	0
Totals	115	0	115

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	62	0	62	0
Single Subject Candidates	53	0	45	8
Education Specialist Candidates	0	0	0	0
Totals	115	0	107	8

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	8	0
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	0	7	0
Single Subject	0	7	5
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	0	6	5
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs		15:1	
Single Subject Programs		15:1	15:1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Project Pipeline
--

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	0	0	0
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Note: Candidates enrolled in District Intern Programs do not complete traditional student teaching assignments. They complete their field experience requirement in a paid teaching position under the supervision of district personnel.

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	45	34	30	88 %
Education Specialist Programs	0	0		
Total	45	34	30	88 %

¹ Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates and quartile data.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 1999-2000 (First Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: San Diego City School District
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Part A:

Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

San Diego City Schools Elementary Bilingual Education Credentialing Alternative (BECA) District Intern Program is an alternative certification program for the training of elementary bilingual English-Spanish speaking teachers.

Bilingual candidates, who are selected for the Elementary BECA District Intern Program, have an opportunity to earn full-time salaries and benefits as elementary teachers in bilingual classrooms while pursuing a district sponsored, two-year professional development plan.

Upon completion of the two-year professional development plan, the district recommends the intern graduate for a California Multiple Subjects Credential with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis.

Institution/Program: San Diego City School District

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000

The BECA District Intern Program provides support for the intern teachers in the following ways:

1. The intern candidates participate in 160-hour Preservice during the month of June, prior to their classroom assignment. This intensive training includes 20 workshop days and a four-week, 80-hour bilingual classroom practicum with a permanent, experienced bilingual teacher. The cooperating teacher observes lessons and provides immediate feedback for the intern.
2. The interns enter the BECA Intern Program as a cohort, and remain as a cohort in the program for the duration of two years. The cohort meets weekly during the coursework. Weekly seminar time is used for problem-solving, portfolio assignments and program updates.
3. San Diego City Schools releases full-time classroom teachers to assist and coach the BECA Interns. The ratio of support provider to intern is 1:5 in the first year of the program, and 1:8 in the second year. This intense support contributes to the quality of the program and its interns. Support providers observe instruction and give immediate feedback to the interns in order to improve their practice. Student work is analyzed with the support provider and instruction is modified to meet the learners' needs. This relationship changes in the second year of the internship as the support provider serves as an advisor during the professional portfolio development process. As a teacher peer, the support provider discusses and reflects with the intern, their professional goals, strengths and areas for improvement. The California Standards for the Teaching Profession are used to measure and evaluate the interns' progress during their second year as an intern.
4. Another area of strength, is the practical application of coursework. Theory taught in the evenings can be implemented the following day. Instructors work with district curriculum specialists in designing their coursework and course assignments. The BECA District Intern Program aligns the state's Standards for the Teaching Profession (CSTP) with the district's vision for teacher preparation and professional development.

Institution/Program: San Diego City School District
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Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 1999-2000

Technology is infused throughout the professional development plan using the state Technology Standards for Teachers. The BECA web page is designed to provide all course outlines, homework assignments, lesson planning formats and program calendars. Electronic portfolios will be developed for the program exit interviews. Children's literature is used during the methodology classes and purchased for the interns' use in their own classrooms. The BECA Intern Program works closely with district curriculum specialists in designing courses that meet the district and state requirements for teachers.

Institution/Program: San Diego City School District
--

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 1999-2000
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	88	0	88
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	88	0	88

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 1999-2000

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching	Emergency Teachers in Supervised Student Teaching
Multiple Subject Candidates	88	0	88	0
Single Subject Candidates	0	0	0	0
Education Specialist Candidates	0	0	0	0
Totals	88	0	88	0

Institution/Program: San Diego City School District
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Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Numbers of Supervising Teachers During 1999-2000

(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject	0	17	0
In Academic Positions with Rights and Responsibilities	0	9	0
In Non-Academic Positions without Rights and Responsibilities	0	8	0
Single Subject	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist	0	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 1999-2000*

	Student Teacher Supervisors	Intern Teacher Supervisors	Emergency Teacher Supervisors
Multiple Subject Programs		7:1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: San Diego City School District
--

Part B (continued):

Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 1999-2

	Average Hours per Week	Minimum Weeks Required	Duration of Participation
Multiple Subject Programs	20	4	80
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Note: Candidates enrolled in District Intern Programs do not complete traditional student teaching assignments. They complete their field experience requirement in a paid teaching position under the supervision of district personnel.

Part C: Required Quantitative Information Related to Reading Instruction Competence Assessment (RICA) Pass-Rates in Multiple Subject and Education Specialist (Level I) Credential Programs During 1999-2000

	Program Completers	Program Completers Who Took the RICA	Program Completers Passed the RICA	RICA Pass Rates for Program Completers ¹
Multiple Subject Programs	39	39	39	100 %
Education Specialist Programs	0			
Total	39	39	39	100 %

¹ Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Appendix C

Official State Plan for Federally-Mandated Reports About Teacher Preparation Programs in California Pursuant to Section 207 Higher Education Act of 1998

**Official State Plan for Federally-Mandated Reports
About Teacher Preparation Programs in California
Pursuant to Section 207, HEA of 1998**

**California Commission on Teacher Credentialing
Office of Policy and Programs
Version Seven: November 6, 2000**

Source and Status of This Public Document:

**This California State Reporting Plan Was Adopted by the
California Commission on Teacher Credentialing on October 5, 2000, and
Approved by the United States Department of Education on October 31.**

**This Official State Reporting Plan is Intended for the Sponsors of
Teacher Preparation Programs, Who Are Required to Use It in
Preparing Their Data for Federal Reporting Beginning in November, 2000.**

This Public Document May be Copied and Distributed Without Limit.

**The Commission is Grateful to the Advisory Working Group on
Federal Reporting Requirements for Assistance in Assembling this Plan,
For Which the Commission Accepts Full Responsibility.**

Official State Plan for Federally-Mandated Reports About Teacher Preparation Programs in California Pursuant to Section 207, HEA of 1998

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Advisory Working Group on Federal Reporting Requirements in California (Title II)

California Commission on Teacher Credentialing 2000-01

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Official State Plan for Federally-Mandated Reports About Teacher Preparation Programs in California Pursuant to Section 207, HEA of 1998

**California Commission on Teacher Credentialing
Office of Policy and Programs
Version Seven: November 6, 2000**

Section One: Development and Intended Uses of the Reporting Plan

Origin and Current Status of this Reporting Plan. In 1998, the United States government enacted a new federal law that requires the sponsors of teacher preparation programs and the 50 states to publish annual “report cards” about teacher preparation programs (Higher Education Act, Title II, Section 207). According to this law, each sponsor of teacher preparation programs is required to submit an annual “report card” to their state licensing agency, consistent with each state’s adopted plan for such report cards.¹ Based on these institutional reports, each state is required to compile and publish an “annual state report card on the quality of teacher preparation programs in the state,” consistent with the state’s adopted plan. Each year, the United States Department of Education must compile and publish an “annual national report card on teacher preparation,” which must be submitted to Congress and made public.

As the California state agency that establishes standards for teaching credentials, the California Commission on Teacher Credentialing is required to adopt and implement a California State Plan for Teacher Preparation Program Reports. The United States Department of Education has adopted 85 pages of detailed specifications that govern the contents and deadlines of state plans, institutional reports and state reports.²

The present document is the adopted California State Plan for implementing the federal law during 2000-01. The Commission’s Office of Policy and Programs prepared this State Plan in consultation with the Advisory Working Group on Federal Reporting Requirements, which represents the state’s three segments of teacher preparation institutions. In August, 2000, the Commission distributed a “preliminary copy” of this plan, and invited the sponsors of teacher preparation programs to comment on the preliminary plan. Subsequently, the Working Group discussed all comments about the draft plan. Then the institutional representatives incorporated many of the suggested changes in this document.

¹ Each sponsor of a teacher preparation program is also required by the federal law to make its annual report card available to “the general public.” The law requires the information to “be reported through publications such as school catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution’s program graduates.” In California, the Commission has no plan to monitor the implementation of these laws pertaining to the availability of program sponsors’ reports to “the general public.”

² National Center for Education Statistics, *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act* (United States Department of Education, Washington, DC, 2000).

During a public meeting on October 5, 2000, the Commission formally adopted this California State Plan for implementation in 2000-01. After a three-week review, the United States Department of Education determined on October 31 that the California State Plan complies with the federal law in all respects.

This Official California State Plan supercedes all previous drafts of the document, which were widely distributed so program sponsors could begin to compile their data. The Commission has not changed the prior drafts, but information was added to the plan based on questions from program sponsors. For those who retained copies of the prior drafts, the present document is most comprehensive and detailed.

Deadlines and Resources for Meeting Them. The sponsors of teacher preparation programs are required by federal law to send accurate data to the Commission on or before December 1, 2000, followed by their First Annual Institutional Reports in April 2001. To enable program sponsors to meet these deadlines, the Commission is providing several forms of technical assistance to program sponsors.

- (1) This Official California State Plan for Teacher Preparation Program Reports is being distributed to program sponsors shortly after it had federal consent.
- (2) Detailed information about the federal law and this State Plan was presented at two professional conferences in California during October 2000.
- (3) By e-mail at dwright@ctc.ca.gov, the Commission's staff is responding to questions about the federal reporting requirements and this California State Plan.
- (4) The Commission will post answers to frequently-asked questions (FAQ) on the World Wide Web beginning in November 2000.
- (5) The Commission's staff is presenting information and answering questions at five regional workshops from October 31 through November 20 (see page 3 for details).
- (6) Beginning November 27, the Commission's staff will answer questions by telephone about the data elements, their definitions, and the data submission procedures.

This adopted California State Plan for Teacher Preparation Program Reports will apply only to the first Annual Institutional Report that is due in April, 2001. Following the completion of Institutional Reports and a State Report during 2001, the Commission plans to confer with the sponsors of teacher preparation programs about revisions to this plan as needed or required by law. A Revised State Plan for 2002 will govern the preparation of Second Annual Institutional Reports and a Second Annual State Report on Teacher Preparation Programs during 2001-02.

At the Commission's request, the United States Department of Education has indicated that it "will not use the pass-rate data collected in these annual reports for the purpose of making comparisons among states, and it will strongly advise the public not to do so."³

³ National Center for Education Statistics, *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*, page 9.

Section Two: Timeframe for Teacher Preparation Reports in 2001 and 2002

This section identifies milestone dates for preparing and submitting reports in 2001 and 2002. Subsequent sections provide specific information about the contents of the reports. Terms printed in *italics* are defined in Section Four beginning on page 16.

Phase One: Preparation for Data Compilation and Reporting											
October 5, 2000	The Commission adopted this California State Plan for Teacher Preparation Program Reports in 2001 in a public meeting. The United States Department of Education consented to this plan on October 31, 2000.										
October 2000	Details about this plan was presented at statewide conferences of the Credential Counselors and Analysis of California, and the California Council on the Education of Teachers.										
October 2000	The Commission's staff began to answer questions about this plan by e-mail at <i>dwright@ctc.ca.gov</i> .										
November 2000	The Commission distributed this adopted California State Plan to the sponsors of all teacher preparation programs in California.										
October and November 2000	<p>The Commission is sponsoring the following regional workshops, where the staff provides detailed information and answers questions about Institutional Report Cards.</p> <table><tr><td>October 31</td><td>University of California, Davis</td></tr><tr><td>November 8</td><td>California State University, Hayward</td></tr><tr><td>November 13</td><td>California State University, Long Beach</td></tr><tr><td>November 14</td><td>California State University, Northridge</td></tr><tr><td>November 20</td><td>San Diego Institute for Learning</td></tr></table> <p>Each workshop begins at 10:00 a.m. and ends at 3:00 p.m. Locations and driving directions are available separately.</p>	October 31	University of California, Davis	November 8	California State University, Hayward	November 13	California State University, Long Beach	November 14	California State University, Northridge	November 20	San Diego Institute for Learning
October 31	University of California, Davis										
November 8	California State University, Hayward										
November 13	California State University, Long Beach										
November 14	California State University, Northridge										
November 20	San Diego Institute for Learning										
November 2000	The Commission will post answers to frequently-asked questions about Institutional Reports on the World Wide Web.										
November 13	Program sponsors will receive access to a password-controlled website for use in submitting required data for Part C of the Institutional Report.										
November 27	First day for the Commission's staff to begin answering additional questions by telephone at (916) 445-8097.										

<p style="text-align: center;">Phase Two:</p> <p style="text-align: center;">Compilation of RICA Data in Cooperation with NES</p>	
December 1, 2000	Last day for a program sponsor to send a list of <i>program completers in 1999-2000</i> to National Evaluation Systems, Inc. Program sponsors will use a secure, web-based "channel" to provide these lists electronically to NES (as defined on pages 19-20).
February 1, 2001	Last day for National Evaluation Systems (NES) to report RICA data about <i>program completers in 1999-2000</i> to the sponsor of each teacher preparation program at a secure internet address (see page 21).
February 5, 2001	Last day for the sponsor of each teacher preparation program to indicate that the RICA data specified in this plan were (or were not) received by the sponsor from National Evaluation Systems (NES).
February 12, 2001	Last day for the sponsor of each teacher preparation program to indicate to the Commission that the sponsor accepts (or does not accept) the RICA data as compiled by National Evaluation Systems.
March 19, 2001	Last day for a program sponsor to collaborate with NES in a good-faith effort to resolve a dispute regarding RICA data. Remaining disputes will be resolved by the CCTC Executive Director in March.

<p style="text-align: center;">Phase Three:</p> <p style="text-align: center;">Compilation of Program Data and Submission to CCTC of (a) Program Data and (b) RICA Data Obtained from NES</p>	
December 2000 – March 2001	The Commission will continue to post answers to frequently-asked questions on the World Wide Web. The staff will continue to answer questions by e-mail at dwright@ctc.ca.gov .
April 9, 2001	Last day for the sponsors of professional teacher preparation programs to provide their First Annual Report Cards on Teacher Preparation Programs to the Commission. These data will include the RICA data from Phase Two <u>and</u> program data as defined in this plan (pp. 6-16). The First Annual Report Card will be provided to the Commission using a secure address on the World Wide Web.
June 30, 2001	Last day for the Commission to confer with program sponsors, as needed, to resolve any issues that may arise from CCTC analysis of the program data and RICA data submitted on April 9.

Phase Four: Preparation of the First Annual State Report by the Commission In Consultation with the Sponsors of Programs	
July 2001	The Commission will give program sponsors an opportunity to review a <i>Preliminary State Report on Teacher Preparation Programs</i> , in which the Commission will compile and consolidate information provided by the sponsors on April 9.
August 10, 2001	Last day for the sponsor of a professional teacher preparation program to forward to the Commission a statement of concern about the Commission's <i>Preliminary State Report on Teacher Preparation Programs</i> .
October 8, 2001	Last day for the Commission to forward the <i>First Annual State Report Card on Teacher Preparation Programs</i> to the United States Department of Education. The Commission will distribute this report to all sponsors of professional teacher preparation programs.

Phase Five: Preparation for Second Annual Reports in 2002	
August 2001	Commission staff will meet with the California Working Group on Federal Reporting Requirements to identify problems in the first-year process and generate solutions prior to the second year.
September 2001	The Commission will distribute a <i>Revised State Plan for Teacher Preparation Program Reports</i> in the second reporting year (2002). Program sponsors will have an opportunity to comment on this Revised Plan before the Commission implements it.
Calendar 2002	In April 2002, the United States Secretary of Education will release the <i>First National Report Card on Teacher Preparation Programs</i> . Program sponsors will submit their Second Annual Institutional Reports to the Commission in April 2002. The Commission must forward a <i>Second Annual State Report Card</i> to the United States Department of Education in October 2002.

Section Three: Required and Optional Elements of Information in Institutional Reports on Teacher Preparation Programs (2001)

This section describes the information to be included in all Institutional Reports. In this section, several key terms are printed in *italics* and are defined in Section Four beginning on page 16. The plan concludes with Section Five (pp. 20-22), which describes procedures for obtaining the required RICA information for Part C of a report.

Three-Part Structure of an Institutional Report in California

In April of 2001, each sponsor of teacher preparation programs will provide a three-part report to the Commission, to be called Parts A-C as defined below.

Part A: Optional Qualitative Information about All Teacher Preparation Programs

Part B: Required Quantitative Information about Each Teacher Preparation Program

Part C: Required Quantitative Information Related to State Examination Pass-Rates

Lists of Data Elements to be Reported in Parts A-C

In Parts A, B and C, the sponsors of teacher preparation programs will provide the following data elements, which are defined on pages 7-16 below.

Part A: Optional Qualitative Information about All Teacher Preparation Programs

- A-1 Institutional Mission and Context for Teacher Preparation
- A-2 Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000
- A-3 Sponsor's New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place During 1999-2000

Part B: Required Quantitative Information about Each Teacher Preparation Program

- B-1 Numbers of Candidates Enrolled in Programs During 1999-2000
- B-2 Numbers of Candidates Enrolled in Supervised Teaching in 1999-2000
- B-3 Numbers of Candidates Enrolled in Internship Teaching in 1999-2000
- B-4 Numbers of Emergency Teachers Admitted and Supervised in 1999-2000
- B-5 Numbers of Student Teacher Supervisors Employed in 1999-2000
- B-6 Numbers of Intern Teacher Supervisors Employed in 1999-2000
- B-7 Numbers of Emergency Teacher Supervisors Employed in 1999-2000
- B-8 Budget Ratios Between Student Teachers and Full-Time Supervisors
- B-9 Budget Ratios Between Intern Teachers and Full-Time Supervisors
- B-10 Budget Ratios Between Emergency Teachers and Full-Time Supervisors
- B-11 Duration of Required Candidate Participation in Supervised Teaching

Part C: Required Quantitative Information Related to State Examination Pass-Rates in Two Categories of Programs

- C-1 Numbers of Program Completers in Two Categories of Programs
- C-2 Numbers of Program Completers Who Took the RICA Prior to 2001
- C-3 Numbers of Program Completers Who Passed the RICA Prior to 2001
- C-4 RICA Pass Rates for Program Completers in 1999-2000

Definitions of Data Elements to be Reported in Part A

The following table provides detailed definitions of each data element in Part A. In the table, several key terms are printed in *italics* and are defined in Section Four below. Data elements in Parts B and C are defined on pages 8-14 and 15-16, respectively.

<u>Part A</u>	<u>Optional Qualitative Information about All Teacher Preparation Programs</u> An Institutional Report to the Commission MAY include the following optional elements of qualitative information to describe all <i>programs of professional teacher preparation</i> that the institution or agency sponsors, including programs for the Multiple Subject, Single Subject, and /or Education Specialist Teaching Credentials.
Element A-1	<u>Institutional Mission and Context for Teacher Preparation.</u> Regarding all <i>programs of professional teacher preparation</i> sponsored by the institution or agency, briefly describe (250 words or less) ⁴ the intended purposes and goals of these programs in the organization, including information about the populations of K-12 students and/or prospective teachers whom the sponsor intends to serve in the programs.
Element A-2	<u>Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000.</u> Regarding all <i>programs of professional teacher preparation</i> sponsored by the institution or agency, briefly describe (250 words or less) one or more outstanding qualities of the programs in 1999-2000 that contributed to their excellence or effectiveness for candidates who were becoming K-12 teachers.

⁴ The secure web-based site for entering institutional data will have a 250-word limit on the length of each paragraph in Part A.

Element A-3	<u>Sponsor's New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place During 1999-2000.</u> Regarding all <i>programs of professional teacher preparation</i> sponsored by the institution or agency, briefly describe (250 words or less) one or more new initiatives that were not yet implemented in 1999-2000 and are designed to improve the programs' quality or effectiveness for candidates who are enrolled in the programs during 2000-2001.
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Definitions of Data Elements to be Reported in Part B

Part B	<p><u>Required Quantitative Information about Each Teacher Preparation Program</u></p> <p>In accordance with federal law, each Institutional Report on Teacher Preparation Programs must include the following eleven elements of quantitative information about each type of program.</p>
Element B-1	<p>Numbers of Candidates Enrolled in Programs During 1999-2000</p> <p><u>Definition:</u> For <i>programs of professional teacher preparation with supervised student teaching</i>, and separately for <i>programs of professional teacher preparation with internship teaching</i>, report a non-duplicative head-count of admitted candidates who completed for credit one or more program courses during the 1999-2000 academic year. Report separately for programs that lead to each category of teaching credentials: the category of Multiple Subject Teaching Credentials; the category of Single Subject Teaching Credentials; and the category of Education Specialist Credentials.</p> <p><u>Elaboration:</u> Each non-duplicative head-count consists of candidates who (a) were admitted into the program at any time prior to the Fall Academic Term, 2000, and (b) earned credit for completing one or more program courses at any time from the Fall Term, 1999, through the Summer Term, 2000, inclusive.⁵ This element includes full-time and part-time candidates. It includes candidates for preliminary credentials and candidates for clear credentials. Candidates who completed no program courses during 1999-2000 are not included. Candidates admitted to and enrolled in more than one credential program in 1999-2000 are counted in the program in which they earned the most course units.⁶</p>

⁵ If the program sponsor maintains an existing data-keeping or record-keeping system in which the academic year is defined from the summer term through the spring term, then the sponsor may annually report Elements B-1 through B-11 based on this local definition of the academic year.

⁶ If the institution sponsors a "dual program" that leads to two credentials concurrently, the sponsor will count all of the 1999-2000 candidates under one of the two credentials, at the sponsor's discretion.

Element B-2	<p>Numbers of Candidates Enrolled in Student Teaching in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with supervised student teaching</i>, report a non-duplicative head-count of admitted candidates who participated in supervised student teaching (without state credentials or permits) during the 1999-2000 academic year.</p> <p><u>Elaboration:</u> For each program with supervised student teaching, this non-duplicative head-count consists of candidates who are included in B-1 above and earned credit for student teaching at any time from the Fall Academic Term, 1999, through the Summer Academic Term, 2000, inclusive. For each program, this number includes candidates enrolled full-time or part-time in student teaching. Candidates who completed no student teaching courses for credit during 1999-2000 are not included. This element does not include candidates who held Internship Credentials or who, at the conclusion of the 1999-2000 academic year, held Emergency Teaching Permits and were supervised in their own classrooms; these candidates will be reported in Elements B-3 and B-4. Candidates admitted to and enrolled in more than one credential program with student teaching are counted in the program in which they earned the most units for student teaching during 1999-2000.</p>
Element B-3	<p>Numbers of Candidates Enrolled in Internship Teaching in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with internship teaching</i>, report a non-duplicative head-count of admitted candidates who held Internship Credentials and participated in internship teaching during the 1999-2000 academic year.</p> <p><u>Elaboration:</u> For each program with internship teaching, this non-duplicative head-count consists of candidates who are included in B-1 above and earned credit for internship teaching at any time from the Fall Academic Term, 1999, through the Summer Academic Term, 2000, inclusive. For each program, this element includes full-time and part-time interns. Candidates who completed no internship teaching courses for credit during 1999-2000 are not included. This element does not include candidates who, at the conclusion of the 1999-2000 academic year, held Emergency Teaching Permits and were supervised in their own classrooms; these candidates will be reported in Element B-4. Candidates admitted to and enrolled in more than one credential program with internship teaching are counted in the program in which they earned the most units for internship teaching in 1999-2000.</p>
Element B-4	<p>Numbers of Emergency Teachers Admitted/Supervised in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation</i>, report a non-duplicative head-count of admitted candidates who were supervised by one or more program staff members while holding emergency teaching permits during the 1999-2000 academic year.</p>

Element B-4 Continued	<p><u>Elaboration:</u> For each <i>program of professional teacher preparation</i>, this non-duplicative head-count consists of candidates who are included in B-1 above and earned credit for supervised teaching in the program while they held Emergency Teaching Permits during the 1999-2000 academic year. For each program, this element includes full-time and part-time emergency teachers. Emergency teachers who earned no credit for supervised teaching in 1999-2000 are not included. Candidates who changed credential status during the 1999-2000 year are included in Element B-2, B-3 or B-4 depending on their credential status during the last academic term in which they earned credit.</p>
Element B-5	<p>Numbers of Student Teacher Supervisors Employed in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with supervised student teaching</i>, report a head-count of all employees of the <i>program sponsor</i> who supervised student teachers during the 1999-2000 academic year. For each program, Element B-5 is reported as an overall number and as two sub-elements that are defined below.</p> <p><u>Elaboration:</u> For each program with supervised student teaching, this element consists of all individuals who were employees of the institution or agency that sponsored the program and were assigned to supervise one or more student teachers at any time during the 1999-2000 academic year. Supervisors who provided supervision in more than one program are included in the head-count for each program.</p> <p>For each program, Element B-5 is reported as an overall number and as Sub-Elements 5.1 and 5.2 so the overall number is the sum of the sub-elements.</p> <p>5.1 Student Teacher Supervisors Who Had Academic Positions in the Institution With the Rights and Responsibilities of Academic Personnel.</p> <p>5.2 Student Teacher Supervisors Who Had Non-Academic Positions in the Institution Without the Rights/Responsibilities of Academic Personnel.</p> <p>Classroom teachers who supervised student teachers in their own classrooms are not included in Element B-5. Supervisors are not included in B-5 if all of their assigned supervisees held emergency teaching permits; these supervisors will be reported in Element B-7. Student teacher supervisors are included in Element B-5 (and Sub-Elements 5.1 and 5.2) regardless of their time-base; regardless of whether they supervised student teachers during some, most or all of their time-base; and regardless of whether their primary professional affiliation was with the institution that sponsored the program in 1999-2000.</p>

Element B-6	<p data-bbox="410 268 1308 304">Numbers of Intern Teacher Supervisors Employed in 1999-2000</p> <p data-bbox="410 338 1386 512"><u>Definition:</u> For each <i>program of professional teacher preparation with internship teaching</i>, provide a head-count of all employees of the <i>program sponsor</i> who supervised intern teachers during the 1999-2000 academic year. For each program, Element B-6 is reported as an overall number and as two sub-elements defined below.</p> <p data-bbox="410 548 1393 743"><u>Elaboration:</u> For each program with internship teaching, this element consists of all individuals who were employees of the institution or agency that sponsored the program and were assigned to supervise one or more intern teachers at any time during the 1999-2000 academic year. Supervisors who provided supervision in more than one program are included in the head-count for each program.</p> <p data-bbox="410 774 1377 835">For each program, Element B-6 is reported as an overall number and as Sub-Elements 6.1 and 6.2 so the overall number is the sum of the sub-elements.</p> <p data-bbox="410 869 1386 930">6.1 Student Teacher Supervisors Who Had Academic Positions in the Institution With the Rights and Responsibilities of Academic Personnel.</p> <p data-bbox="410 963 1386 1024">6.2 Student Teacher Supervisors Who Had Non-Academic Positions in the Institution Without the Rights/Responsibilities of Academic Personnel.</p> <p data-bbox="410 1058 1406 1318">K-12 practitioners who supervised intern teachers in their K-12 schools are not included in Element B-6. Supervisors are not included in B-6 if all of their assigned supervisees held emergency teaching permits; these supervisors will be reported in Element B-7. Intern teacher supervisors are included in Element B-6 (and Sub-Elements 6.1 and 6.2) regardless of their time-base; regardless of whether they supervised intern teachers during some, most, or all of their time-base; and regardless of whether their primary professional affiliation was with the institution that sponsored the program in 1999-2000.</p>
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Element B-7	<p>Numbers of Emergency Teacher Supervisors Employed in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation</i>, report a head-count of all employees of the <i>program sponsor</i> who supervised emergency teachers during the 1999-2000 academic year. For each program, Element B-7 is reported as an overall number and as two sub-elements that are defined below.</p> <p><u>Elaboration:</u> For each program, this element consists of all individuals who were employees of the institution or agency that sponsored the program and were assigned to supervise one or more emergency teachers at any time during the 1999-2000 academic year. Supervisors who provided supervision in more than one program are included in the head-count for each program.</p> <p>For each program, Element B-7 is reported as an overall number and as Sub-Elements 7.1 and 7.2 so the overall number is the sum of the sub-elements.</p> <p>7.1 Emergency Teacher Supervisors Who Had Academic Positions in the Institution With the Rights and Responsibilities of Academic Personnel.</p> <p>7.2 Emergency Teacher Supervisors Who Had Non-Academic Positions Without the Rights or the Responsibilities of Academic Personnel.</p> <p>Supervisors are included in B-7 if any of their assigned supervisees held emergency teaching permits during 1999-2000. Emergency teacher supervisors are included in Element B-7 (and Sub-Elements 7.1 and 7.2) regardless of their time-base; regardless of whether they supervised emergency teachers during some, most or all of their time-base; and regardless of whether their primary professional affiliation was with the institution that sponsored the program.</p>
Element B-8	<p>Budget Ratios Between Student Teachers and Full-Time Supervisors of Student Teachers in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with supervised student teaching</i>, indicate how many student teachers would have been assigned during any academic term of 1999-2000 to an institutional supervisor who served full-time as a supervisor of student teachers during that term.</p> <p><u>Elaboration:</u> If an institutional supervisor had served (or did serve) as a full-time supervisor of student teachers during any term of 1999-2000, report the number of student teachers who would be (or were) assigned to that supervisor according to the budget that governed workloads at the time.</p>

Element B-9	<p>Budget Ratios Between Intern Teachers and Full-Time Supervisors of Intern Teachers in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with internship teaching</i>, indicate how many intern teachers would have been assigned during any academic term of 1999-2000 to an institutional supervisor who served full-time as a supervisor of intern teachers during that term.</p> <p><u>Elaboration:</u> If an institutional supervisor had served (or did serve) as a full-time supervisor of intern teachers during any term of 1999-2000, report the number of intern teachers who would be (or were) assigned to that supervisor according to the budget that governed workloads at the time.</p>
Element B-10	<p>Budget Ratios Between Emergency Teachers and Full-Time Supervisors of Emergency Teachers in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation</i>, indicate how many emergency teachers would have been assigned during any academic term of 1999-2000 to an institutional supervisor who served full-time as a supervisor of emergency teachers during that term.</p> <p><u>Elaboration:</u> If an institutional supervisor had served (or did serve) as a full-time supervisor of emergency teachers during any term of 1999-2000, report the number of emergency teachers who would be (or were) assigned to that supervisor according to the budget that governed workloads at the time.</p>

Element B-11	<p>Duration of Required Candidate Participation in Supervised Student Teaching in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with supervised student teaching</i>, report the minimum number of hours that candidates are required to serve at K-12 school sites during the period of <i>daily supervised student teaching responsibilities</i> in the program. For each program, Element B-11 is reported as an overall number and as two sub-elements defined below.</p> <p><u>Elaboration:</u> This element does not include time spent at K-12 school sites prior to advancement to <i>daily supervised student teaching responsibilities</i> (e.g., in early field experiences, or as an observer, or as an occasional teacher in the supervising teacher's classroom). The element is not restricted to the period when the supervised student teacher provides full-day instruction to K-12 students. The element includes time spent on non-instructional activities (e.g. planning, conferencing, grading papers, etc.) during the phase of daily supervised student teaching responsibilities at K-12 school sites.</p> <p>For each program with supervised student teaching, Element B-11 is reported as an overall number and as two sub-elements so the overall number equals Sub-Element 11.1 <i>multiplied by</i> Sub-Element 11.2.</p> <p>11.1 <u>The Average Number of Hours Per Week of Required Participation in Supervised Teaching:</u> For each <i>program of professional teacher preparation with supervised teaching</i>, report the average number of hours per week that candidates are required to serve at K-12 school sites following their advancement to <i>daily supervised student teaching responsibilities</i>.</p> <p>11.2 <u>The Number of Weeks of Required Participation in Supervised Teaching:</u> For each <i>program of professional teacher preparation with supervised teaching</i>, report the minimum number of weeks that each candidate is required to serve as a student teacher following advancement to <i>daily supervised student teaching responsibilities</i>.</p>
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Definitions of Data Elements to be Reported in Part C

The following table includes detailed definitions of each data element in Part C of a report. Data elements in Parts A and B were defined on pages 7 and 8-13, respectively. Special terms printed in *italics* below are defined in Section Four. Section Five indicates how program sponsors can compile the required data for Part C.

Part C	<p><u>Required Quantitative Information Related to State Examination Pass-Rates in Two Categories of Programs</u></p> <p>For all <i>programs of professional teacher preparation</i> for Multiple Subject Teaching Credentials, and separately for all programs for Education Specialist Credentials (Level I), the First Annual Institutional Report includes pass-rate data for the RICA (Reading Instruction Competence Assessment) as specified in this table and in Section Five below.</p>
Element C-1	<p><u>Numbers of Program Completers in Each of Two Categories of Programs:</u> For all <i>programs of professional teacher preparation</i> for Multiple Subject Teaching Credentials with supervised teaching or internship teaching, and separately for all programs for Education Specialist Credentials (Level I) with supervised or internship teaching, provide a non-duplicative count of the total numbers of <i>Program Completers in 1999-2000</i> as defined in Sections Four and Five.</p>
Element C-2	<p><u>Numbers of Program Completers Who Took the RICA Prior to 2001:</u> For all <i>programs of professional teacher preparation</i> for Multiple Subject Teaching Credentials, and separately for all programs for Education Specialist Credentials (Level I), provide a non-duplicative count of the numbers of <i>Program Completers in 1999-2000</i> (from C-1) who took the RICA Written Examination and /or the RICA Video Performance Assessment at any time prior to January 1, 2001.</p>
Element C-3	<p><u>Numbers of Program Completers Who Passed the RICA Prior to 2001:</u> For all <i>programs of professional teacher preparation</i> for Multiple Subject Teaching Credentials, and separately for all programs for Education Specialist Credentials (Level I), provide a non-duplicative count of the numbers of <i>Program Completers in 1999-2000</i> (from C-1) who passed the RICA Written Examination or the RICA Video Performance Assessment at any time prior to January 1, 2001.⁷</p>

⁷ Pursuant to the requirements of federal law, the Commission's report to the United States Department of Education will not include Element C-3 for any program in which the number in Element C-2 is less than ten (10). Sponsors of all programs are required to report Element C-3 to the Commission, however, regardless of the magnitude of C-2.

Element C-4	<u>RICA Pass Rates for Program Completers in 1999-2000:</u> For all <i>programs of professional teacher preparation</i> for Multiple Subject Teaching Credentials, and separately for all programs for Education Specialist Credentials (Level I), report the RICA pass rate for <i>Program Completers in 1999-2000</i> , consisting of the number in Element C-2 divided by the number in C-3 (rounded to the nearest hundredth of a percent) ⁸ for each category of programs.
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Section Four: Definitions of Key Terms in This California State Plan

When the sponsors of teacher preparation programs report the federally-required data to the Commission, they should interpret the following five terms as they are defined below.

(1) “Program of Professional Teacher Preparation”

Definition: A program of academic coursework and professional fieldwork that is accredited by the Committee on Accreditation (COA) and satisfies the professional preparation requirement for the preliminary or clear Multiple Subject Teaching Credential, the preliminary or clear Single Subject Teaching Credential, and/or the Education Specialist Credential (Level I only).

Elaboration: In each category of credentials in this definition, *programs of professional teacher preparation* include programs in which candidates earn Emphasis Credentials, and ones that do not lead to Emphasis Credentials. Within a category of credentials, the program sponsor may offer more than one program. In each data element, the program sponsor should combine the data for all programs in a credential category, including Emphasis Programs and non-Emphasis Programs.

If different candidates earn Multiple Subject Credentials and Single Subject Credentials in the same set of courses and field experiences, each candidate should be counted in the Program for the Multiple Subject Credential if s/he took (or will take) the RICA, or in the Program for the Single Subject Credential if s/he did not (or will not) take the RICA. If the institution sponsors a “dual program” that leads concurrently to a Multiple Subject Credential and an Education Specialist Credential (Level I), all participating candidates should be counted once only, for *either credential* as selected by the institution.

Part A of an Institutional Report consists of optional information that describes all *programs of professional teacher preparation* regardless of the credential category. Part B requires the reporting of separate information for the three categories of credential programs. Part C requires the reporting of separate information for Multiple Subject

⁸ Pursuant to the requirements of federal law, the Commission’s report to the United States Department of Education will not include Element C-4 for any program in which the number in Element C-2 is less than ten (10). Sponsors of all programs are required to report Element C-4 to the Commission, however, regardless of the magnitude of C-2.

Credential Programs and Education Specialist Credential Programs. No information about Single Subject Credential Programs will be included in Part C.

In each credential category, *programs of professional teacher preparation* are of two types: (1) *programs of professional preparation with supervised student teaching* and (2) *programs of professional preparation with internship teaching*. Both types of programs are to be included in institutional reports to the Commission. In Part A (optional) and Part C (required), data about the two types of programs are reported in combination with each other. In Part B (required), data about programs with supervised student teaching are reported separately from data about programs with internship teaching.

Federally-mandated reports to the Commission do *not* include information about programs of subject matter preparation, or programs for supplementary authorizations, or programs for CLAD Certificates, or programs for services credentials.

(2) “Sponsor of a Professional Teacher Preparation Program”

Definition: *A college, university, school district or county office of education that submitted the program of professional teacher preparation for accreditation, operates the program consistent with the Commission’s standards, and recommends candidates for teaching credentials.*

Elaboration: The federal reporting requirements include credential programs sponsored by postsecondary institutions and programs sponsored by local education agencies.

(3) “Program Requirements in 1999-2000”

Definition: *Requirements that were established by the sponsor of a program, and that candidates for credentials had to fulfill in order to complete the program during the 1999-2000 academic year.*

Elaboration: *Program Requirements* are established by the sponsor(s) of the program. It is common for the sponsor of a professional teacher preparation program to require all candidates to complete specified courses and field experiences in order to complete the program. It is also common for a program sponsor to establish a “scholarship requirement” (e.g. a minimum GPA in the program) for satisfactory completion of a program. These are examples of *program requirements in 1999-2000*.

The sponsors of programs in California must distinguish between *program requirements in 1999-2000* and particular state requirements for earning a credential. For example, passage of the California Basic Educational Skills Test (CBEST) is a state requirement for earning a credential. The sponsors of programs do not recommend candidates for credentials until the candidates pass the CBEST because it is a state credential requirement. However, the definition of *program requirements in 1999-2000* focuses on requirements that candidates must complete in order to finish a *program of professional teacher preparation*. In this way, the definition is distinct from the well-established practice of recommending for credentials only those candidates who have met all state requirements.

In defining their *Program Requirements in 1999-2000*, the sponsors of programs are not permitted to include any of the following seven California State Credential Requirements, which are established in the California Education Code.

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education.
- Passage of the California Basic Educational Skills Test.
- Completion of the subject matter requirement either by passing a subject matter examination or by completing a program of subject matter preparation.
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution.
- Passage of a criminal background screening as specified by the Commission.
- Passage of the Reading Instruction Competence Assessment (RICA) as a state requirement for the Multiple Subject Teaching Credential or the Education Specialist Credential (Level I).⁹
- Completion of one-year of postbaccalaureate study at a regionally-accredited institution of postsecondary education (fifth year only).

Although *Program Requirements in 1999-2000* are defined by the sponsors of programs, these requirements cannot include any of the seven above-listed credential requirements. At the discretion of the sponsor of a program, *Program Requirements in 1999-2000* may include one or more of the following four California State Credential Requirements:

- Completion of required coursework and fieldwork in the teaching of reading.
- Completion of a course in the education of exceptional learners.
- Completion of a course in computers and their instructional applications.
- Completion of a course in health education.

Regardless of whether the definition of *Program Requirements in 1999-2000* includes one or more of these four credential requirements, the population of *program completers in 1999-2000* (defined next) is larger in size than the population of “candidates recommended for credentials” to the extent that some *program completers* (1) met all program completion requirements during 1999-2000 but (2) did not meet one or more of the seven California State Credential Requirements shown previously. In their federally-mandated reports to the Commission, the *sponsors of professional teacher preparation programs* provide information about *Program Completers in 1999-2000*, not information about “candidates recommended for teaching credentials.”

If an institution has different requirements for different programs for the Multiple Subject Credential, or different requirements for different programs for the Education Specialist Credential, the institution must count *program completers in 1999-2000* accordingly. Individual candidates are to be reported as *program completers* if they completed in 1999-2000 the specific requirements for the programs to which they were previously admitted. In the case of programs whose completion requirements have changed, the First Annual Report should define *program completers* as candidates who completed the specific program requirements that were in effect during 1999-2000.

⁹ Because of the new federal law (Title II), the sponsors of programs will no longer be able to require passage of RICA as a condition for enrolling in courses (including fieldwork courses) in a program of professional preparation. Separately from this technical manual, the CCTC will distribute correspondence about this federally-mandated policy change.

(4) “Program Completers in 1999-2000”

Definition: All individual candidates for teaching credentials who finished the Program Requirements in 1999-2000 (e.g., at any time from the Fall Academic Term, 1999, through the Summer Academic Term, 2000, inclusive).

Elaboration: Whether a candidate was a *Program Completer in 1999-2000* is determined by the year in which the candidate completed the last *program requirement*, not by the date of admission to (or matriculation in) the program. The definition of *Program Completers in 1999-2000* does *not* include candidates who finished all *program requirements* prior to the Fall Academic Term, 1999. It does *not* include candidates who had not yet completed all *program requirements* at the close of the Summer Academic Term, 2000. The definition includes candidates who completed the “last” of the *Program Requirements in 1999-2000*, regardless of whether they completed some of these requirements prior to 1999-2000.

The First Annual Institutional Report, the First Annual State Report, and the First Annual National Report on Teacher Preparation Programs will focus on a “cohort” of *Program Completers in 1999-2000*. Subsequent reports will provide (1) new information about subsequent cohorts of *program completers* (e.g. candidates who completed programs in 2000-01), and (2) additional information about the 1999-2000 cohort of *program completers*. It is important to define the cohort accurately in the initial report. Once an institution has assigned an individual candidate to a cohort, s/he will continue to be a member of that cohort in all subsequent reports.

In the case of candidates for Multiple Subject Teaching Credentials, a person's status as a *Program Completer in 1999-2000* is independent of her/his status in relation to California State Credential Requirements (e.g. RICA) except the four credential requirements (above) that the Commission has determined may be included in the *Program Requirements* at the discretion of the program sponsor.

Candidates for Education Specialist Credentials are *Program Completers in 1999-2000* if they finished the requirements of a Level I Program that year. An Education Specialist candidate's status as a *Program Completer in 1999-2000* is independent of: (1) the dates of her/his admission to and/or matriculation in the program; (2) the dates when s/he may have completed some (but not all) of the Education Specialist Program requirements; and (3) his/her completion of requirements for the Level II Credential. *Program completers* include candidates who completed Level I programs for all Education Specialist Instruction Credentials *except* the credential for Early Childhood Special Education (for which passage of the RICA is not a requirement).

Program Completers in 1999-2000 include “transfer candidates” who completed some program requirements at one agency or institution, were later admitted to another agency or institution, were granted credit for previously completing some program requirements, and completed the “last” of the program requirements during 1999-2000. Such an individual should be counted as a *program completer* by the sponsor whose program the candidate *finished*, not by the sponsor of the program that s/he did *not finish*.

Candidates who were granted a Commission waiver from the supervised teaching requirement should *not* be counted as program completers because they did not complete the student teaching requirement of the program.

(5) “Daily Supervised Student Teaching Responsibilities”

Definition: *The period of service in K-12 schools when the supervised student teacher has instructional responsibilities for one or more classes of students on a daily basis.*

Elaboration: For reporting Element B-11, the period of *Daily Supervised Student Teaching Responsibilities* does not include the phase of preparation in which candidates are observers or participants whose instructional activities are intermittent or are limited to teaching individual students or a small group of students in a classroom. The period of *Daily Supervised Student Teaching Responsibilities* occurs after candidates have been “advanced to daily student teaching responsibilities” in accordance with Standard 8 in the Commission’s *Standards of Program Quality for Multiple and Single Subject Credentials* (1998). The period of *Daily Supervised Student Teaching Responsibilities* includes periods of part-time teaching as well as full-day student teaching.

Section Five: Specific Procedures to Obtain RICA Data for Part C

Except as may be authorized by the Executive Director of the California Commission on Teacher Credentialing (CCTC), the sponsor of each program of professional teacher preparation will use the following procedures to obtain the RICA data that must, pursuant to federal law, be reported to the Commission annually.

RICA Data Step One: Produce a List of Program Completers in 1999-2000

On or before December 1, 2000, the program sponsor will electronically send a list of *Program Completers in 1999-2000* (as defined in pages 17-19) to National Evaluation Systems (NES), Inc. NES is offering a web-based “information frame” for this purpose, so program sponsors can record and send their information to NES conveniently.

The list will include the Social Security number, first name, last name, middle initial and date of birth of each 1999-2000 completer of a *program of professional teacher preparation*. The list will provide the required data about candidates who completed programs (with supervised student teaching or internship teaching) to earn Multiple Subject Teaching Credentials. The list will also provide the required data about candidates who completed programs (with supervised student teaching or internship teaching) to earn Education Specialist Credentials (Level I).¹⁰ If the candidates’ SSNs or dates of birth are not available, the program sponsor must describe the relevant circumstances in a letter to the CCTC Office of Policy and Programs by November 20, 2000.

NES and CCTC are distributing a detailed “instruction manual” for entering the data into the web-based “frame” on or before December 1, 2000.

¹⁰ The list should include the names of all program completers, including ones who completed the programs prior to January 1, 2000, even though passage of the RICA was not a requirement for the Preliminary (Level I) Specialist Credential until January 1, 2000.

RICA Data Step Two: Receive and Check NES Data on RICA Examinees

On or before February 1, 2001, each sponsor of one or more professional teacher preparation programs will receive the following elements of information from NES.

- (1) The List of Program Completers in 1999-2000 that was provided to NES in Step One above, with an indication by NES that each individual on the list either has or has not taken the RICA prior to January 1, 2001.
- (2) For each of the two sets of programs described in Step One, NES will indicate how many Program Completers in 1999-2000 *took* the RICA prior to January 1, 2001. These numbers from NES will become Element C-2 in the program sponsor's report to the Commission on or before April 9, 2001.
- (3) For each of the two sets of programs described in Step One, NES will indicate how many Program Completers in 1999-2000 *passed* the RICA prior to January 1, 2001. (The report by NES will *not* indicate *which program completers* passed and did not pass the RICA.¹¹) These numbers from NES will become Element C-3 in the program sponsor's report to the Commission by April 9, 2001.
- (4) For each the two sets of programs described in Step One, NES will compute the RICA pass rate for Program Completers in 1999-2000 who took the RICA prior to January 1, 2001. The computation will be based on the number of Program Completers in 1999-2000 who *passed* the assessment prior to January 1, 2001 (Item 3 above) divided by the number of Program Completers in 1999-2000 who *took* the RICA prior to January 1, 2001 (Item 2 above). The pass rate for each program will consist of a percentage rounded to the nearest one-hundredth of a percent. These pass rate data from NES will become Element C-4 in the program sponsor's report to the Commission by April 9, 2001.

If the program sponsor receives the information from NES by February 1, the sponsor will by February 5, 2001, forward to NES a written confirmation that the data elements were received. Electronic confirmations will be accepted.

RICA Step Three: Acceptance or Non-Acceptance of NES Data on RICA Examinees

On or before February 12, 2001, the program sponsor will forward to the CCTC a written statement (e-mail can be used) of acceptance or non-acceptance of the RICA data received from NES. If the program sponsor does not accept the NES information, the sponsor's statement will include an explanation with reasons for not accepting the NES data.

¹¹ Separately from the recently-mandated federal reports, NES will continue to send RICA passing status data to the sponsors of teacher preparation programs as soon as the candidates authorize NES to do so.

RICA Step Four: Acceptance of Dispute Resolution by the CCTC Executive Director

On or before March 19, 2001, the program sponsor will collaborate with the CCTC staff and NES in a good-faith effort to resolve a non-acceptance statement filed in Step Three. If a dispute between NES and the program sponsor persists, the CCTC Executive Director will resolve it in accordance with state and federal law. The institution's federally-required *Report on Teacher Preparation Programs* will reflect the results of the Executive Director's decision in resolving the dispute.